

INSPIRE CHARTER SCHOOL

*Mississippi Charter School
Authorizer Board*

Mississippi Institutions of Higher Learning

3825 Ridgewood Road

Jackson, MS 39211

*Inspire Charter School
Board of Trustees*

Inspire STEM & Arts Scholars Academy

1820 23rd Street North

Columbus, MS 39701



A Mississippi STAR School in the making!

WHERE DREAMS SOAR

Submission Date: March 14, 2014

Charter School Request for Proposals 2014

Mississippi Charter School Authorizer Board

Mississippi Institutions of Higher Learning

3825 Ridgewood Road
Jackson, MS 39211

E-mail: charterschools@mississippi.edu

TABLE OF CONTENTS

INSTRUCTIONS	3
APPLICANT CHECKLIST	8
EXECUTIVE SUMMARY	14
EXECUTIVE SUMMARY NARRATIVE	17
Section I. CULTURE	21
Section II. LEADERSHIP	33
Section III. SCHOOL STRUCTURE AND OPERATIONS	39
Section IV. EDUCATION PROGRAM	51
Section V. INSTRUCTIONAL STAFF	82
Section VI. GOVERNANCE	87
Section VII. WAIVERS (If applicable)	98
Section VIII. CONVERSION CHARTER SCHOOLS (If applicable)	99
Section IX. EDUCATION SERVICE PROVIDER RELATIONSHIP (if applicable)	101
Section X. APPLICANTS CURRENTLY OPERATING ONE OR MORE SCHOOLS IN ANY STATE OR NATION (if applicable)	104
APPENDIX	106
ATTACHMENTS	111

Photo Credits: Clipart, photos and illustrations from office.com royalty free clipart and templates collections

INSTRUCTIONS

The Mississippi Charter School Authorizer Board (MCSAB) invites proposals for high-quality charter schools seeking to open in the 2014-2015 school year, or thereafter. MCSAB will give preference to applications for schools intended to help underserved students.

All applications should reflect how the proposed charter school will:

- 1) Improve student learning;
- 2) Close achievement gaps between high- and low-performing groups;
- 3) Increase educational opportunities for all students, but especially for those with a likelihood of academic failure;
- 4) Allow teachers and school administrators to have a direct voice in the operation of the school;
- 5) Encourage the use of high-quality models of teaching, governing and scheduling;
- 6) Provide for exceptional levels of results driven accountability;
- 7) Create expanded opportunities for involvement in the education system by students, parents and community members; and
- 8) Encourage the replication of successful charter schools, if applicable

All new schools approved through this process will be public schools subject to the legal requirements set forth in Mississippi Code § 37-28-3 et seq.

Process Overview & Materials

The 2013-14 statewide timeline for charter approval or denial decisions is as follows:

DATE	ACTIVITY
25-Nov	MCSAB Releases RFP
22-Jan	Letter of Intent Due
27-Jan	Technical Assistance Meeting in Jackson or Remotely via Webinar (date TBD)
14-March	Application Due
21-March	Affected School Districts Notified
28-March	Applications Reviewed for Completeness
11-April	Application Revisions Due
15-April	Capacity Interviews Begin
27-May	Capacity Interviews End
30-May	Final Review
2-June	Vote on Acceptance/Acceptance w/Amendments/Deny
10-June	If Needed, Amended Application Due
16-June	Amended Application Accepted/Denied
17-June	Contract Negotiations Begin
27-June	Contract Finalized

Application Content & Review Process: The Mississippi Charter Schools Act, Mississippi Code §§37-28 3 et seq., designates the contents required in a charter school application. This Request for Proposals contains appropriately detailed questions and guidelines concerning the format and content essential for applicants to demonstrate the capacities necessary to establish and operate a successful charter school and sets forth the mandatory elements which applicants must include in a proposed school plan. This Request for Proposals also incorporates fully herein by reference the Application Toolkit, which sets forth the performance framework for charter school oversight and evaluation and provides templates for use in the application. Finally, this Request for Proposals also incorporates fully herein by reference the Mississippi Charter School Application Evaluation Ratings and Sample Scoring Criteria, which sets forth the criteria that will guide the Authorizer Board's decision to approve or deny a charter application.

Letter of Intent: All applicants are required to submit a Letter of Intent (LOI) prior to submitting a completed application. The Letter of Intent template is available in the Application Toolkit. This provides formal notice to MCSAB regarding applicants' intention to submit an application to open a public charter school for during the 2013-2014 charter approval process. This letter is non-binding.

Complete Application:

1) Cover Page

2) Checklist

3) Assurances: A document of assurances is required with necessary signatures or the application is considered invalid. The assurances pages can be found within the Application Toolkit.

4) Proposal Narrative: The narrative section herein seeks information about all major aspects of the proposed school. A complete application must include each section outlined in this application document in the order given by the Applicant Checklist. Within the narrative of each section, please use the outline headings that have been provided.

5) Budget Forms: The budget and cash flow must be submitted in Microsoft Excel. There is no required budget or cash flow template. The final proposal narrative and attachments must be submitted in PDF form.

6) Attachments: Submit only those attachments that are referenced in this Request for Proposals. Additional material beyond the narrative and attachments referenced in the application will not be considered. A complete list of attachments is available in the Application Toolkit.

Subsequent Information: Within 5 days of receipt of the application, it will be reviewed for substantial completeness. Should the application fail to be substantially complete, it will not be reviewed upon the merits. MCSAB may request additional information at any time during the process, but will not accept unsolicited information from the applicant. This includes e-mail explanations, alterations to the plan, and/or comments to staff or board members. The plan submitted is considered final.

Formatting and Submission Requirements

- The final application must be submitted on **three separate CD-ROMs. Each CD-ROM must contain the attachments, budget forms and proposal narrative.**
- The budget form(s) must be submitted in Microsoft Excel. The final proposal narrative and attachments must be submitted in PDF form.
- Submit a full version of the application, as well as PDF versions of the narrative proposal and each individual attachment.
- Font must be either Arial or Times New Roman, with one-inch page margins, single-spaced, no smaller than 11-point font.
- Each section of the application must adhere to the page limits as indicated in the Request for Proposals. Attachments requested do not count against the page limit.
- Templates and forms for several of the attachments are provided in the Application Toolkit. Relevant attachments are to be completed and included as part of the application.
- If a particular question is not applicable to the proposal, please respond “Not Applicable.” *A statement as to why the question is not applicable to the proposal may be requested upon review.*

Deliver Letter of Intent by 5:00pm CT on January 22, 2014 via fax, e-mail, or mail and deliver Application by 5:00pm CT on March 14, 2014* via mail or in person to:

Mississippi Charter School Authorizer Board
 Mississippi Institutions of Higher Learning
 3825 Ridgewood Road
 Jackson, MS 39211
 Attention: Ms. Kim Gallaspy
 E-mail: charterschools@mississippi.edu

***No late submissions will be accepted.**

Application Review

A team of professionals will review completed applications. The Mississippi Charter Schools Act of 2013 ensures that the following areas of expertise are represented on the Authorizer Board:

- Public and Nonprofit Governance
- Management and Finance
- Public School Leadership
- Assessment, Curriculum, and
- Instruction
- Public Education Law

The MCSAB works collectively to assess the quality of each application using a standards-based rubric that identifies quality criteria within a variety of domains. Each of these domains is represented in an application section, detailed below. MCSAB’s quality criteria have been established in partnership with a variety of local and national experts and in consultation with exemplars and best-practice research. The rubric used to evaluate this application is entitled “Mississippi Charter School Application Evaluation and Sample Scoring Criteria” and is available on the Mississippi Department of Education and the Mississippi Institutions of Higher Learning websites, and is incorporated fully herein by reference.

If the application meets or exceeds the standard in four of five criteria, the team will proceed to the capacity interview. Those applications deemed substantially incomplete or failing to meet the standard in four of five criteria will be cut. The primary purpose of the capacity interview is to assess the capacity of the school's leadership team and governing board to effectively oversee the school's program, organizational viability, and finances. The interview is designed to determine the group's understanding of academic and fiscal accountability and the characteristics of the students and district the team plans to serve. The capacity interview will also provide an opportunity for the application reviewers to pose questions generated during the application review process.

Following the capacity interview, some teams may be asked amend the application to meet or exceed the criteria in five out of five categories. All applicants are expected to meet or exceed the standards in all five categories before a charter will be granted. Teams may also be asked to participate in an interview with the Mississippi Charter School Authorizer Board if you have questions or concerns during the process, please e-mail charterschools@mississippi.edu. Do not contact members of the Charter Authorizer Board.

APPLICANT CHECKLIST

The applicant will use the first column of boxes to check off the sections completed. MCSAB will use the second column of boxes for its completeness check.

Applicant Component	Applicant Check	Reviewer Check
Cover Letter	X	
Checklist	X	
Assurances	X	
Proposal Narrative	X	
Table of Contents	X	
Executive Summary	X	
Section I. Culture	X	
Section II. Leadership	X	
Section III. School Structure and Operations	X	
Section IV. Education Program	X	
Section V. Instructional Staff	X	
Section VI. Governance	X	
Section VII. Waivers (if applicable)	X	
Section VIII. Conversion Charter Schools (if applicable)	X	
Section IX. Education Service Provider Relationship (if applicable)	X	
Section X. Applicants Currently Operating One or More Schools	X	
All Attachments (see Application Toolkit for a complete list of attachments)	X	
	X	

INTRODUCTION



INSPIRE CHARTER SCHOOL Where Dreams Soar

APPLICATION PROPOSAL FOR INSPIRE CHARTER SCHOOL

The enclosed charter school application proposal is respectfully submitted.

*We, the Board of Trustees for **INSPIRE CHARTER SCHOOL** are submitting a charter school application to the Mississippi Charter Schools Authorizers Board, Jackson, Mississippi, for approval consideration. Inspire Charter School proposes to open in Columbus, Mississippi. The local school district, Columbus Municipal School District enrollment is 5,400 students and primarily serves minority and high poverty children who come from disadvantaged backgrounds. The local schools district's demographics are 86% student eligibility for free and reduced lunch (double the national average) and the student demographics are: 88% African-American, 10% White and 2% other races.*

*The Founders, Planners, Board of Directors, Advisory Council and Leadership Team are made up of a talented cadre of well-respected advocates for children who are professionals in their respective fields and share a common purpose—To become **Change Agents** for public education in Columbus, Mississippi by offering a dynamic, college prep curriculum that is research-driven and student-centered approach to teaching and learning. Success means every child receives a high quality, purposeful education that “inspires” them to pursue higher education and careers with confidence. Students who enroll in **Inspire Charter School** will become a part of something truly remarkable. They will not be exposed to teachers who aren't fully vested in their success. Low expectations for students simply will not be tolerated.*

Thank you for your consideration.

ABOUT THE CHARTER SCHOOL PLANNING PROCESS

The Founders and planner for Inspire Charter School have engaged in a high level of grassroots involvement and communication from citizens and potential stakeholders. Multiple venues including newspaper, television, social media and a website specifically designed by the consultant for the CCEO Foundation to serve as the information and communication portal for the charter planning process. Community engagement has been taken very seriously in Columbus, Mississippi.



www.wcbi.com

www.cceofoundation.org

www.cdipatch.com

Facebook

ABSTRACT

The Board of Trustees for Inspire Charter Schools proposes to open a public charter school to provide educational options for parents in Columbus, Mississippi. The charter school's theme is STEM infused with the Arts. The school will operate a STEM & Arts Scholars Academy beginning with Grades K-3 and Grade 9 that will focus on at-risk students from traditionally underserved populations. The premise being students who fail to get off to a strong academic start in elementary and high school, struggle throughout their schooling leading to poor educational outcomes that can jeopardize their future. Inspire Charter School founders seek to break this cycle of despair and prove beyond a shadow of a doubt that ALL students can learn at high levels.

“Yes, we believe that ALL kids can achieve!”





**Inspire Charter School's Founders and CCEO Planning Team
proudly participated in National School Choice
Jackson, Mississippi, Tour Stop!**

INSPIRE CHARTER SCHOOL BOARD OF TRUSTEES

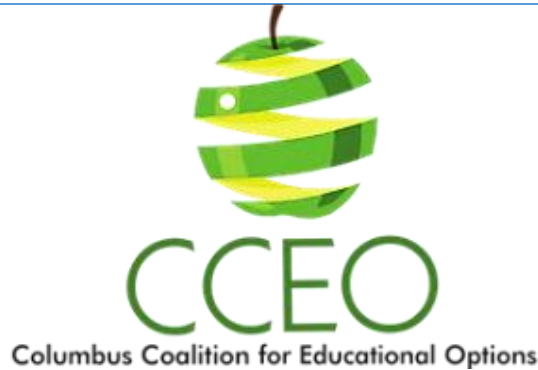


SCHOOL BOARD BYLAWS COMMITTEE PICTURED

Pictured Left to Right: Drake Bassett, Christina Chunn, Rev. Tony Montgomery, and Rev. Steve Jamison. (Board members not pictured: Dr. Stanley McCrary, Luberta Taylor and Ruby Jackson)

***Thank you for the service you are about to perform for the educational future of
public education and children in Columbus, Mississippi.***

**INSPIRE CHARTER SCHOOL
FOUNDERS AND CHARTER PLANNING BOARD**
Columbus Coalition for Educational Options

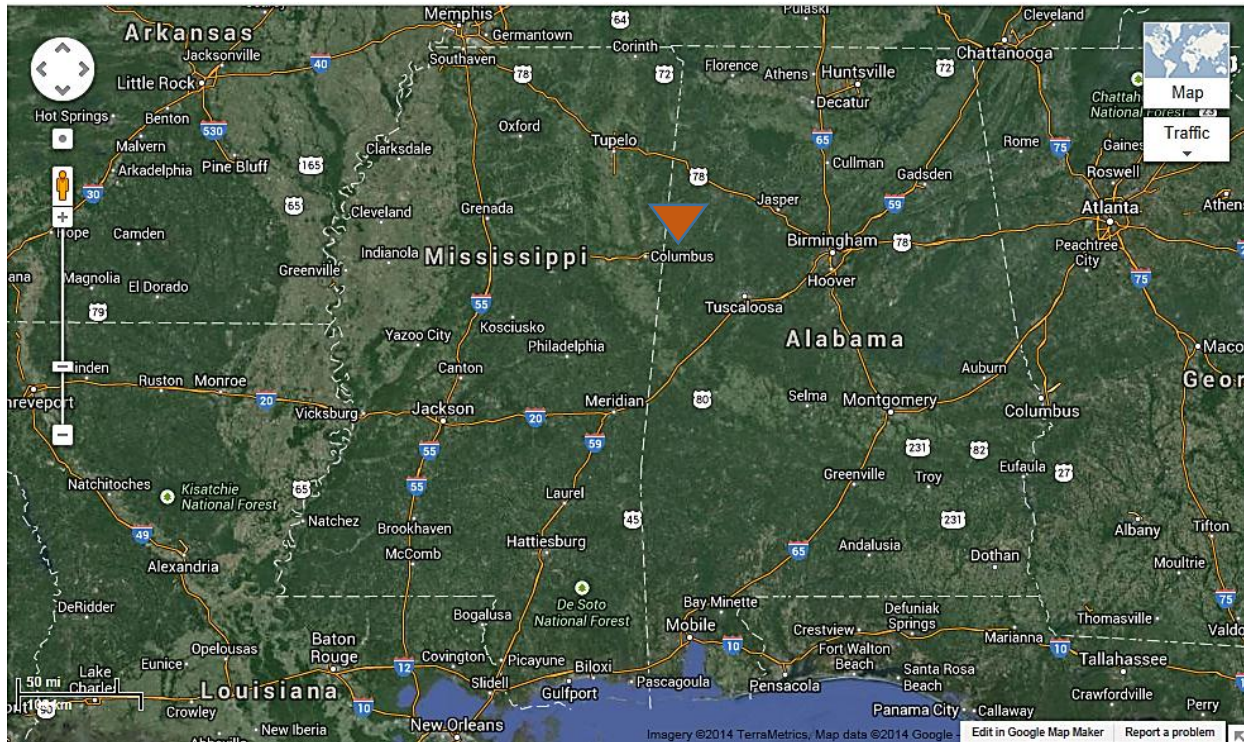


- **Claude Simpson**
- **Darren Leach**
- **Steve Jamison**
- **Tony Montgomery**
- **Darleen Faith Whitlock**
- **Robert McClanahan**
- **Kenneth McFarland**
- **Elizabeth Simpson**
- **Dr. Martha Liddell, CCEO Education & Operations Consultant,
Success Makers Associates, LLC**

READ THE CCEO's PLANNING TEAM'S BIOS AT THEIR WEBSITE.

www.cceofoundation.org

GEOGRAPHIC LOCATION COLUMBUS, MISSISSIPPI



* Source: Google Maps 2014

<http://www.thecityofcolumbusms.org/>

EXECUTIVE SUMMARY

Essential Information Form

Name of Proposed School	INSPIRE CHARTER SCHOOL STEM & ARTS Scholars Academy
Conversion or New Start	New Start
Grade Configuration	K – 6 (K-3, year 1) Freshman Academy for Boys & Girls (Grade 9, year 1)
Model or Focus (e.g. Arts, College prep, etc.)	STEAM (STEM + Arts) & College Prep Academy
Proposed School District CMSD Enrollment – 5,400 Students	Columbus Municipal School District Columbus, Mississippi/Attendance Zone District
Primary Contact Person Email: marthaliddell2020@gmail.com Phone: (662) 889-7003	Dr. Martha Liddell Educational and Operations Consultant Columbus Coalition for Educational Options (CCEO) www.cceoofoundation.org

Enrollment Projections: Delete unnecessary rows and/or provide additional columns if the school will not reach full enrollment by year five. Project student headcount (not funded FTEs). Replace “Year 1” with the first year the school plans to enroll students and each subsequent year for five years total.

***The ECE class will be a Pre-K Partnership with:**

CHILDREN FIRST DAYCARE, CURLEY WILLIAMS, OWNER/DIRECTOR

GRADE	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019	2018/2019
	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
KINDERGARTEN	20	40	40	40	40	40
1	20	20	40	40	40	40
2	20	20	20	40	40	40
3	20	20	20	20	40	40
4		20	20	20	20	40
5			20	20	20	20
6				20	20	20
7						
8						
9	40	40	40	40	40	40
10		40	40	40	40	40
11			40	40	40	40
12				40	40	40
TOTAL STUDENTS	120	200	280	360	380	400

Year 1 Enrollment in Bold.

Student Demographics: Based on the district in which the proposed charter school will be located, project the demographic makeup of the school. The projections for the total number of students who receive free lunch and/or special education services must satisfy the 80% rule as described in the Application Toolkit.

Email sent to Mississippi Charter School applicants February 25, 2014

Hello Applicants,

Below you will find the data you need in order to complete the charter school application, as well as the information contained in the Application Toolkit. We have completed Step 1 and 2 for you.

Please email with any additional questions,

Krystal Cormack

The 80% Rule

The Rule and Definitions

One of the important aspects of Mississippi's charter school law is its sensitivity to concerns that charters will under-enroll students with the greatest need to be served. As a result, the legislature added the 80% rule to the law. Mississippi Code § 37-28-23(5) reads, "The underserved student composition of a charter school's enrollment collectively must reflect that of students of all ages attending the school district in which the charter school is located, to be defined for the purposes of this chapter as being at least eighty percent (80%) of that population."

The term "underserved" is defined in Mississippi Code § 37-28-5 as "students participating in the federal free lunch program who qualify for at-risk student funding under the Mississippi Adequate Education Program and students who are identified as having special educational needs."

What does this mean?

Essentially, a charter school's percentage of underserved students (students qualifying for free lunch and/or special education services) must be at least 80% of the percent of underserved students of every age within the traditional school district in which the charter resides.

For example, if 60% of students in a district are underserved, a charter school's enrollment of underserved students must equal $60\% \times 80\%$, or 48%.

Calculating a Proposed Charter School's 80% Target of Underserved Students

Step 1: Gather the appropriate data.

Publicly available data does not differentiate between students who are only receiving free lunch or special education services versus students who receive both. You will need to know these exact percentages in order to correctly calculate the 80% target. The Mississippi Charter School Authorizer Board will provide the correct data to all applicants who have properly completed a Letter of Intent by the deadline. (data is below)

Step 2: Find the district's total population of underserved students.

- Complete the chart below to correctly calculate the district's total underserved population.

(We have done this for you)

Data for Columbus Municipal School District (Satisfies the 80% Rule)

	Free Lunch ONLY%	Students with Disabilities but not Free Lunch	Total % Free Lunch and/or Students with Disabilities
District Data	73.61%	2.59%	86.2%
Minimum Required % to Satisfy the 80% Rule Projected Demographics			

These At-Risk Calculations Satisfy the 80% Rule.

Step 3: Calculate the charter school's minimum percentage of underserved students.

- Total District % of Underserved Students:
- Multiply the number above by 80% (remember to move decimal places since you are finding a percent of a percent):

Step 4: In the application, project the demographics of your proposed school.

- Make sure that the projected demographics satisfy the 80% rule.

Does a charter school's free lunch percentage and special education percentage separately have to equal 80% of the district's population of both of these groups?

No. The legislation requires that the underserved population at the charter school collectively reflect that of the districts. Therefore, a charter could serve a population of students receiving special education services that is exactly equal to that of the districts while serving a smaller percentage of students who qualify for free lunch, as long as the total underserved population is at least 80% of the district's underserved population. However, if the percentage of students in either category is very different from that of the district, a charter school could be investigated to determine if it engaged in any unlawful practice to bring about that result.

What happens if a charter school does not enroll an appropriate underserved population?

Mississippi Code § 37-28-5 states, "If the underserved student composition of an applicant's or charter school's enrollment is less than eighty percent (80%) of the enrollment of students of all ages in the school district in which the charter school is located, despite the school's best efforts, the authorizer must consider the applicant's or charter school's recruitment efforts and the underserved student composition of the applicant pool in determining whether the applicant or charter school is operating in a nondiscriminatory manner. A finding by the authorizer that a charter school is operating in a discriminatory manner justifies the revocation of a charter."

EXECUTIVE SUMMARY NARRATIVE

(4 page limit)

Address the following questions briefly in a narrative format. Please use the outline numbering and headers provided below, but do not repeat the questions.

I. Culture: What is the mission and vision of the school? What outreach has been conducted to engage prospective parents, teachers and pupils within this region? Discuss the need for the school in the community. Describe the anticipated culture of the school.

MISSION STATEMENT

Our Mission is “to provide a high quality education that puts students first and prepares them to become **COLLEGE READY SCHOLARS** and life-long learners.”

Our Vision is “To Teach, To Serve, To Cause, and To Become.”

Inspire Charter Schools **OUTREACH PLAN** began with the establishment of the *Columbus Coalition for Educational Options* (CCEO) Foundation who served as the charter school planning community outreach and advisory team. The documentation that reflects the high level of community involvement in the charter planning process for Columbus, Mississippi, are located in **ATTACHMENT B** and at the CCEO Foundation website: www.cceofoundation.org. There is a significant **NEED** for a public education charter school in the community. The ¹ City of Columbus currently has one Local Education Agency, ² Columbus Municipal School District (CMSD); which has received a state achievement rating of “**D**” *Academic Watch* for the past three years and is considered a chronically under-performing school district.

ANTICIPATED CULTURE OF THE SCHOOL

Inspire Charter School (ICS) will promote a college-going culture through high expectations and a willingness of staff to do whatever is needed to help students achieve at their personal best. We believe that the needs of our students (called “scholars”) should come **BEFORE** the comfort of the adults. The guiding values of school’s anticipated culture are defined by the following set of beliefs, actions and principles around “teamwork” that will come to be known as **THE INSPIRE WAY**.

II. Leadership: What critical qualifications, credentials and attributes have been identified for the school leader? If a leader has been selected, please provide a short biography for that leader. What critical qualifications, credentials and attributes have been identified for the other members of the school leadership team? If the other members have been selected, provide a short biography for those leaders as well.

School Leader and Leadership Team Qualifications:

Inspire Charter School founders and planners adhere to the philosophy that excellence in school leadership and administration is key to success. The school leader for **Inspire Charter School** has not been selected; however the recruitment, application process is underway and is expected to be complete by May 2014. The school leader’s qualifications and responsibilities will follow the Mississippi Department of Education’s new ³ *Principal’s Evaluation System* to evaluate the School Leader and recommendations from the ⁴ *National Alliance for Public Charter Schools* guiding principles and recommendations for selecting a charter school leader. **ATTACHMENTS E** and **F** provide a detailed job description for the School Leader and resumes and short biographies for members of the Leadership Team.

III. School Structure and Operations: Provide a high level overview of the school team’s plan to recruit and enroll students. Describe the school facilities and how students will be transported.

Recruitment and Enrollment Plan:

The plan to recruit and enroll students for **Inspire Charter School** will follow the guidelines of the *Mississippi Charter School Law Act of 2013* 80% rule. ⁵ The 80% Rule shows a sensitivity to the concern that charters will under-enroll students with the greatest need to be served and as a result, the legislature added the 80% rule to the law. Mississippi Code § 37-28-23(5) reads, ⁶ “The term “underserved” is defined in Mississippi Code § 37-28-5 as “students participating in the federal free lunch program who qualify for at-risk student funding under the *Mississippi Adequate Education Program* are students who are identified as having special educational needs.”

Facilities Plan:

Inspire Charter School will be housed in a school building within the city limits of Columbus, Mississippi. The building was purchased from the Board of Trustees for Columbus Municipal School District in 2010 by Genesis Church whose Board of Directors have agreed to lease the building to be used again as a school. The building is 44,000 square feet and can house 25 classrooms, cafeteria, library, and office space. The facility's questionnaire, floor plan, and lease agreements are located in the attachment section of the proposal available for a detailed analysis is located in **ATTACHMENT M**.

Transportation Plan:

Inspire Charter School Board of Trustees will contract with a bus transportation provider to transport students to and from school daily. To receive bus transportation funds, the charter school will comply with the rules and regulations of the *Mississippi Code of 1972* regarding the safe transportation and residency requirements for students to ride school buses. The transportation plan is explained in detail in **Section III, School Structure and Operations** and agreements are located in **ATTACHMENT K** of this proposal.

Education Program:

IV. Education Program: Provide a brief overview of the education program of the proposed school including major instructional methods, key program components, and assessment strategies.

STEM and Arts are the major instructional drivers for the charter school. The STEM curriculum combined with Arts (STEAM) is becoming more and more popular among the nation's charter schools as a tool to help students succeed in school and college. The school's Arts focus is Visual & Performing and Creative Arts. A thorough description for the charter school's educational program is found in **Section VII, Education Program**, of this proposal.

V. Instructional Staff: Explain how instructional effectiveness will be supported through evaluations and professional development.

The instructional staff for **Inspire Charter School** effectiveness will be supported through the *Mississippi State-wide Teacher Appraisal Rubric* (MSTAR).⁷ The Mississippi Department of Education (MDE) has created the *Mississippi Statewide Teacher Appraisal Rubric* (M-STAR) to gather information on teacher strengths and areas of challenge to provide support and development and improve student success. The *MSTAR Teacher Evaluation System* is detailed in **Section V, Instructional Staff** of this proposal.

VI. Governance: Briefly outline the role of the Board with regard to school governance and academic oversight. Explain the rationale for seeking charter status.

Governance Board:

Inspire Charter School Board of Trustees are comprised of a seven member board that was recruited and selected through an application and interview process conducted by the Founders. Two additional board members who are parents will be selected to serve on the board after the school opens contingent upon approval. Board members will be trained to successfully govern a LEA and charter school by two entities: 1) *The Mississippi School Boards Association* and 2) *The National Alliance for Public Charter Schools*. School board members' governance consists of responsibilities in the area of Governance and Academic Oversight. A highly qualified School Leader/Chief Executive Officer will be hired by the school board to manage the day-to-day operations of the school.

Rationale for Seeking Charter School Status:

The public education system in Columbus, Mississippi, is rated near the bottom of the state's accountability system. Columbus Municipal School District state's accountability rating for 2013 is "**D**" and has become a persistently underperforming school district. Founders for **Inspire Charter School** realize it's a challenge for teachers to successfully educate children in classrooms where the class sizes are too high, parental support is not where it needs to be, they are lacking critical instructional materials and supplies, administrative costs are skyrocketing.

VII. Other: Provide an overview of any relationships with education service providers (if applicable). Provide an abbreviated rationale for converting a non-charter school into a charter school (if applicable). Discuss the academic achievement levels of any other schools being operated by the applicants (if applicable).

There is not an Education Service Provider (ESP) Relationship for this Applicant.

Expand the following table to list all proposed Board members for the school.
RESUMES FOR ALL BOARD MEMBERS ARE LOCATED IN ATTACHMENT V.

Name	Current Professional Title and Organization	Board Role	Focus/Expertise
1. STEVE JAMISON	Pastor	President	Construction Contractor
2. TONY MONTGOMERY	Pastor	Vice President	Real Estate, Vice-President, Columbus NAACP, Parent
3. CHRISTINA CHUNN	MS Department of Health & Human Services Official	Secretary	Social Services, Parent, Community Involvement
4. DR. STANLEY MCCRARY	Pastor	Member	Author, Community Activist, Toastmaster
5. LUBERTA TAYLOR	Retired Teacher	Member	Education/Veteran Educator
6. DRAKE BASSET	Executive Director, Palmer Home for Children	Member	Homeless Children/Shelter
7. RUBY JACKSON		Member	Parent,

Finance: Complete the following table to summarize the detailed budget supplied in this application. Replace “Year 0” with the first year the proposed school plans to incur expenses, and “Year 1” with the first year the school anticipates receiving students and each year thereafter for five years total. If there is no anticipated planning year, eliminate the column for “Year 0.”

INSPIRE CHARTER SCHOOL STEM & ARTS SCHOLARS ACADEMY BUDGET SUMMARY						
	Year 0*	Year 1	Year 2	Year 3	Year 4	Year 5
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Number of Students	120	240	320	360	380	400
Per Pupil Revenue (MAEP)	\$0	\$1,056,000	\$1,408,000	\$1,584,000	\$1,672,000	\$1,760,000
Federal Revenue	\$0	\$516,000	\$688,000	\$774,000	\$817,000	\$860,000
Local Revenue (Ad Valorem)	\$0	\$552,000	\$736,000	\$828,000	\$874,000	\$920,000
Grant Funds**	\$1,330,000	\$200,000	\$200,000	\$200,000	\$200,000	\$200,000
Private Funds**	\$0	\$0	\$0	\$0	\$0	\$0
Other Sources** (AD Valorem)	\$0	\$0	\$0	\$0	\$0	\$0
Total Revenue	\$1,330,000	\$2,324,000	\$3,032,000	\$3,386,000	\$3,563,000	\$3,740,000
Salaries and Wages	\$637,000	\$1,036,000	\$1,225,045	\$1,511,489	\$1,599,054	\$1,672,098
Benefits and Employer Taxes	\$81,141	\$127,834	\$152,167	\$188,974	\$199,699	\$207,478
Materials and Supplies	\$71,700	\$88,000	\$83,600	\$78,700	\$74,500	\$82,500

Services and Other Operating Expenses	\$195,770	\$274,240	\$331,685	\$376,871	\$407,525	\$440,926
Facility Expenses	\$102,900	\$135,300	\$132,700	\$134,700	\$133,400	\$123,400
Other Expenses	\$157,200	\$360,920	\$472,660	\$535,780	\$541,090	\$591,400
Total Expenses	\$1,245,711	\$2,022,294	\$2,397,857	\$2,826,513	\$2,955,268	\$3,117,803
Net Operating Income	\$84,290	\$301,706	\$634,143	\$559,487	\$607,732	\$622,197
Beginning Fund Balance		\$84,290	\$385,996	\$1,020,138	\$1,579,626	\$2,187,357
Ending Fund Balance	\$84,290	\$385,996	\$1,020,138	\$1,579,626	\$2,187,357	\$2,809,555

Contracting with Education Service Providers (ESPs): Applicants seeking services from a third party ESP must indicate the extent to which the school may employ services through these organizations or corporations. **Note: A charter school and any education service provider that provides comprehensive management for a charter school must be a nonprofit education organization.**

- a. **Does the school expect to contract with an ESP** or other organization for a substantial portion of school management/operation? (Y/N) If so, please provide a description or copy of proposed contract, a recent corporate annual report, an audited financial statement, a description of the firm's responsibility for the fiscal management of the proposed school, and a summary of the company's history including a description of its past results in management efforts, as well as the background on its leaders. **Please provide these documents as an attachment to this Executive Summary Narrative. NO**
- b. Is the applicant an existing operator applying to replicate its current school(s)? (Y/N). If so, list all the schools currently or previously operated by the ESP. Briefly summarize the academic outcomes of each school currently being operated by the ESP. **NO**

Schools ESP Operates	Location (City/State)	Dates of Operation
NO ESP PROVIDER RELATIONSHIP	NA	NA

¹ <http://www.thecityofcolumbusms.org/>

² <http://www.columbuscityschools.org/documents/CFR2013.pdf>

³ <http://www.mde.k12.ms.us/docs/procurement-library/ms-principal-evaluation-system-overview.pdf?sfvrsn=0>

⁴ http://publicimpact.com/images/stories/Issue_Autonomy_free_to_lead.pdf

⁵ <http://billstatus.ls.state.ms.us/documents/2013/pdf/HB/0300-0399/HB0369SG.pdf>

⁶ <http://www.clarionledger.com/assets/pdf/D017011628.PDF>

⁷ <http://home.mde.k12.ms.us/docs/procurement-library/m-star-system-guide.pdf?sfvrsn=0>

Section I. CULTURE

(12 page limit)

This section describes the systems in place to support a strong school culture and involve key stakeholders in the school community. Address the following questions in a narrative format. Please use the high level outline components (e.g., "A. Mission Statement") to organize the response. Do not repeat the text of the question.

A. Mission and Vision Statements

The mission and vision statements provide the foundation for the entire school proposal and operational plan. Accordingly, the rest of the school application should fully align with, and support the stated school mission and vision.

1. Provide the mission of the proposed school. The mission statement should be a concise statement that does the following:

- a. Identifies the school's target student population and community to be served.*
- b. Articulates clear guiding purposes and priorities that are meaningful, measurable and attainable.*
- c. Provides the entire school community as well as external stakeholders a clear picture of what the school aims to achieve.*

2. Provide the vision statement for the proposed school. The vision statement should be a concise statement that articulates the school's ultimate goal and reason for existence.

OUR MISSION:

Our mission is “to provide a high quality education that puts students first and prepares them to become **COLLEGE READY SCHOLARS** and life-long learners.”

OUR VISION:

“TO TEACH, TO SERVE, TO CAUSE AND TO BECOME”

Inspire Charter School's target population was drawn from local needs assessment and achievement data. Students in grades K-3 “Early College Readiness Intervention Academy” will focus on high achievement through a STEM-based inquiry learning structure infused with the Arts. The 9th graders in our community are near the brink of academic disaster. After reviewing several research-driven best practices model, Founders and planners determined that the “Freshman Academy” also called “Ninth Grade Academy” model as part of the ⁸*Smaller Learning Communities* (SLC) comprehensive reform strategy best addresses our students' needs for personalized learning environments that focuses on rigor such as our proposed **STEM, Arts Integration and College Readiness Academy**.

⁸According to the research, SLCs also improve minority achievement. **Inspire Charter School's** curriculum and instructional designs are research-based and align with *Common Core State Standards* (CCSS) | www.corestandards.org |. The elementary and secondary STEM & Arts Academy will be housed on one campus. **Inspire Charter School's** mission and vision statements reflects the dire need for educational reform and improvement in Columbus, Mississippi, that will extend far beyond the ordinary to promote better achievement for students. Students who will be referred to as **SCHOLARS** will be enrolled in **Inspire Charter School** for primary reason to receive an **EXEMPLARY** education without excuses. The Founders and Board of Trustees for the school will ensure that student achievement is not taken for granted as it is in many traditional public schools. Scholars enrolled at the school can expect a committed staff, a rigorous and relevant curriculum, consistent academic and behavior standards that focus on teamwork, respect, and accountability.

B. Targeted Student Population

A. Identify the district the school proposes to serve.

- 1. In the case of a conversion, also identify the school that will be converted.*

Inspire Charter School is a start-up whose student population will be drawn from the attendance zones for Columbus Municipal School District. ⁹A K-12 academic institution of 4,521 students located in Columbus, Mississippi. The district is a high poverty, high minority school district. In 2012, **85.6%** of students are eligible to receive a free or reduced lunch and the average daily attendance is **94%**. The racial makeup of the school district is **88%** African-American, **9.34%** White, **1.65%** Hispanic, **0.13%** Native American, and **0.80%** Asian. The district's state accountability rating for 2013 is **D**.

B. What will be the maximum student enrollment? Provide forecasted figures by grade level that illustrate the build-out of the school over time. If the forecasted enrollment is different than the maximum enrollment, explain the rationale.

THE ENROLLMENT CHART WITH BREAKOUT IS LOCATED ON PAGE 12.

The facility's lease agreement is located in the attachments section.

The maximum enrollment for **Inspire Charter School (ICS)** over a five year period is expected not to exceed 650 students adjusting for class size and enrollment by grade total. The *Mississippi Authorizers Board* may determine that all applicants opening date be moved to 2015-2016 due to the funding timetable of the state's charter school law. In this case, 2014-2015 would become a planning year. However, the five-year enrollment projections and forecasted figures by year and by grade are offered for **ICS** beginning the 2014-2015 school year with the goal of enrolling 100 K-3 students, year 1 and enrolling 40 students in 9th Grade Freshman Academy, year 1.

C. Provide the expected demographics for the students the school plans to serve including the percentage of Free and Reduced Lunch, Students with Disabilities and English Language Learners (ELLs). Estimate the percentage of students who will qualify for free lunch or receive special education services. The projections for the total number of students who receive free lunch and/or special education services must satisfy the 80% rule as described in the Application Toolkit.

% of students qualifying for FREE LUNCH ONLY	% of students qualifying for SPECIAL EDUCATION ONLY	% of students qualifying for BOTH FREE LUNCH AND SPECIAL EDUCATION	Add boxes 1-3 together to find the TOTAL % of underserved students
73.61%	2.59%	~10%	86.2%

D. Explain how the decision to serve this targeted population, including the grade levels that have been chosen, would meet the district's and community's needs.

The Founders and planners for **Inspire Charter School** made the decision to open serving disadvantaged students in Kindergarten through Third grade and Ninth grade. The decision was based on achievement needs identified after carefully investigating the district's state achievement data. ¹⁰ The data revealed that Columbus Municipal School District's (CMSD) accountability rating overall is "D." State accountability data for CMSD indicates that **4 out of 7 of the district's schools received "D" ratings**. Only, one school received a "B" and 2 schools received "C" ratings. For three years in a row, the local school district's state accountability label has been "**Academic Watch**."

National achievement reports indicate that if children are not reading "on grade level" **by the end of 3rd grade**, they face academic achievement hurdles that often cannot be effectively surmounted. The achievement gap widens even further for poor and minority students becoming a real and present threat to future schooling success. ¹¹ In a recent study by the **Annie E. Casey Foundation** found that children who both live in poverty and read below grade level by 3rd grade are **three times** as likely not to graduate from high school as students who have never been poor. **Inspire Charter School's** Founders and planners believe it is imperative to address early intervention through school-wide reform based on rigorous and relevant learning principles that address reading achievement and speaks to the aspirations of students and their parents from a very young age and up. **Inspire Charter School's** Founders and planners are extremely concerned about Columbus students' high school completion data which indicates dismal, disappointing and alarming achievement trends; especially for African-American males. Achievement gaps and The 9th grade conundrum is evident among students at Columbus High School (CHS) and clearly indicates a spiraling downward pattern in minority students' achievement that will be quantified later in the proposal. The dropout rate is inexplicably sad when the number of students entering 9th grade is compared to the number of students exiting 12th grade as graduates.

C. Evidence of Need and Community Support

1. Describe the need for a charter school in this district. Make reference to academic achievement, dropout rates, disciplinary statistics, and/or other indicators of need.

Need for Improved Achievement for ALL Students

The purpose of the proposed charter school is to provide a quality education program that reflects the educational needs of the community. The local school district, Columbus Municipal School District, has received a state rating of **D**. Although the school district received a D rating for three consecutive years; data from state assessments indicated that the district was less than one point away from receiving a C rating (0.92) in 2013 as reported by district officials. **Inspire Charter School's** Founders and Planners commend the district's achievement progress; however, the data reveals widening achievement gaps that must be addressed through comprehensive school reform that targets the specific learning needs of students and prevent them from continuing to fall through the cracks.

As much as we honor the progress the school district is making incrementally, it is evident from the data that exponential gains are needed for lasting student achievement progress. For example, ¹²CMSD, a K-12 academic institution, **did not meet** its NCLB (No Child Left Behind) *Annual Measurable Objectives* (AMO) targets in 2012. AMO compliance means a district is responsible for meeting AMOs in three core areas: Reading/Language Arts, Mathematics and a third academic indicator referred to as the "Other Academic Indicator," which is the Attendance Rate for schools and districts without grade 12 and the Graduation Rate for schools and districts with Grade 12 as indicated in the following table.

Table 1: CMSD's NCLB Annual Measurable Objective (AMO) for 2011 and 2012

	Current Year	Last Year
<i>District AMO Status:</i>	Not Met	Not Met
<i>Reading/Language Arts Status</i>	Not Met	Not Met
<i>Mathematics Status</i>	Not Met	Not Met
<i>Other Academic Indicator Status</i>	Met	Met
<i>Quality Distribution Index (QDI)*</i>	141	142

* Note: The Mississippi Assessment System defines QDI on a scale of 99 to 300 points with 300 being the highest QDI score and 99 being the lowest QDI.

Table 2: CMSD 3-8 Student Performance on the Mississippi Curriculum Test
Mississippi Curriculum Test/ Language Arts

Grade Level	Number Tested	Mean Scale Score	% Minimal	% Basic	% Proficient	% Advanced
03	367	149	16.6	31.3	38.4	13.6
04	339	151.5	8.8	35.1	41.3	14.7
05	333	149.7	10.5	35.1	47.1	7.2
06	304	146.2	15.8	47.4	33.6	3.3
07	294	150.9	11.2	24.1	61.9	2.7
08	318	145.1	21.7	41.8	33.6	2.8

Inspire Charter School's Founders and planners thoroughly reviewed the ¹²Language Arts and Mathematics achievement data for the end of **Grade 3** which is the grade that widely considered a "benchmark" grade for measuring future student achievement. Results show that nearly of the district's third graders are "below proficient" in Language Arts and Math, **47.9%** and **41.7%**, respectively.

Mississippi Curriculum Test/Mathematics

Grade Level	Number Tested	Mean Scale Score	% Minimal	% Basic	% Proficient	% Advanced
03	367	151.8	11.7	30	45.8	12.5
04	338	152.7	9.2	24.6	58.3	8
05	333	152	11.1	27	50.8	11.1
06	304	147.8	23	32.6	38.8	5.6

07	295	145	33.6	30.2	32.2	4.1
08	316	151.3	13.3	24.1	52.5	10.1

¹² **Subject-Area Test's achievement data reveals** that a large percent Columbus High School students scored **BELOW** proficient in the following subject areas tested on Mississippi's state-wide assessment system for first time takers beginning in Grade 10. High school students must pass all subject-area tests in the following subjects in order to receive a diploma:

- Algebra I – **53%** Scored Below Proficient
- Biology I – **58%** Scored Below Proficient
- English II – **57%** Scored Below Proficient
- U.S History – **53%** Scored Below Proficient

The district's secondary achievement data is particularly disturbing at the secondary level because it reveals a pattern of low achievement for students throughout the system that is compounded at the secondary level.

Need for Competitiveness on International Science Achievement Measures

¹³ America's public school system enjoyed the limelight for nearly a century. The last few decades our performance has been overshadowed by many industrialized nations. The global achievement gap is glaring in international test scores, high school completion rates, and college graduation rates. It's not that we are doing much worse; it's that other nations are now doing better than we ever did. From 2000-2009, the *Programme for International Student Achievement* (PISA) tested 15 year olds in America, they ranked **35th out of 40** in Math and scores have remained "**below average.**" In science, students ranked **29th out of 40** nations. In 2009, for the first time, Shanghai joined the nations participating in PISA. They took 1st place in all three subjects by a surprising margin. When the results were released, President Obama referred to America's performance relative to Shanghai's as "**our generation's Sputnik moment.**"

The **2009 PISA Study** also showed that the United States has an above-average gap between male and female proficiency in Science and Math. In addition, a report by the **Commission of Professionals of Science and Technology** indicates that less than **20%** of the undergraduate engineering enrollments are women and that less than **10%** are African American or Hispanic. It's clear as a nation that we need to do more to improve the proficiency, understandings, and applications of Science education for every child; especially for girls and minority students.¹⁴ Heeding the call for education reform, President Obama's White House Council of Advisors made several poignant recommendations in 2009 to improve the nation's proficiency ranking in Science education by accomplishing three major tasks: 1) Create a 1000 new STEM-focused schools over the next decade, 2) Create opportunities for inspiration through individual and group experiences outside the classroom and, 3) Recruit and train a 100,000 STEM-focused teachers over the next decade who are able to prepare and inspire students.

Need for Better Results on State and Local Science Achievement Data

Ask Mississippi educators about science achievement in Mississippi and more than likely one will be astounded by the dissolution; because the brutal facts are that Mississippi students are simply not up to par locally, at the state level, nationally and certainly not globally in science achievement.¹⁵ The table below is a synopsis of the state's science achievement results for students in grades 5 and 8. A shocking **61.5%** of CMSD students scored **BELOW** Proficient in Grade 5 Science and **60.9%** in Grade 8 Science revealing that achievement is getting worse over time, not better.

Dwight D. Eisenhower once said, “Whatever America hopes to bring to pass in the world must first come to pass in the heart of America.”

Table 3: CMSD Science Achievement for Students in Grades 5 and 8

Grade 5 & 8 Science Test						
Grade Level	Number Tested	Mean Scale Score	% Minimal	% Basic	% Proficient	% Advanced
5	333	147.1	21.3	40.2	31.5	6.9
8	317	146.8	20.5	40.4	33.8	5.4

Dropout Rates, Columbus Municipal School District

Columbus Municipal School District ¹⁶dropout rates for all students and IEP students compared to Mississippi’s dropout rate statistics are located in the following table.

Table 4: Dropout Rates for CMSD and Mississippi

All Students	IEP Students	Mississippi	Difference All vs MS
18.20%	23.3%	13.9%	4.3%

Disciplinary Statistics, Columbus Municipal School District

Columbus Municipal School District (CMSD) disciplinary statistics trends show a spike in drug related offenses as reported by the district’s Interim Superintendent, Edna McGill, in a public school board meeting held on January 21, 2014. These statistics are troubling; because it indicates the micro society called school is directly impacted by societal influences from home and community. The data also shows the district’s elementary, middle and high schools are being impacted. The data, Mrs. McGill reported was as follows:

The incidence of reported cases of drug abuse (district-wide) has increased from 11 in 2008-2009 to 29 in 2012-2013.

- The incidence of drug abuse at CHS has increased from 7 in 2008-2009 to 18 in 2012-2013.*
- As of December, 2013, 16 instances of drug abuse (<1%) have been reported.*
- More students are abusing drugs, and/or Staff Training and SRO’s have resulted in increased identification of drug abuse.*

Other Indicators of Need, Census Data, Columbus, Mississippi

Columbus, Mississippi, is often described as a “Tale of two Cities.” One City of Columbus is the home of millionaires and successful entrepreneurs. One city has a thriving air force base that trains a third of the nation’s pilots for the U.S. Air Force and is home to many middle-class and upwardly mobile families that are doing well economically. The other “City of Columbus” is where the majority of public school students live. These families are poor and struggle to make ends meet, live at, near, or below the poverty line, reside in crime-affected neighborhoods and often feel the brunt of economic missed opportunities. Parents in the “other” Columbus may even doubt that there is a brighter future ahead for their children. The census data bears out that Columbus, Mississippi, although rich in tradition and good will, is a city of “**haves and have nots**”—a trend that is likely to continue its present course unless more children are better educated and better prepared for post-secondary education and workforce opportunities. The following table summarizes the key ¹⁷census data points for Columbus, Mississippi.

Table 5: Census Data for Columbus, MS, Compared to the State

	COLUMBUS	MISSISSIPPI
Population, 2012 estimate	23,452	2,986,450
Persons under 5 years, percent, 2010	6.6%	7.1%

Persons under 18 years, percent, 2010	22.5%	25.5%
White alone, percent, 2010	37.4%	59.1%
Black or African American alone, percent, 2010	60.0%	37.0%
Hispanic or Latino, percent, 2010	1.4%	2.7%
American Indian and Alaska Native alone, percent, 2010	0.2%	0.5%
High school graduate or higher, percent of persons age 25+, 2008-2012	77.8%	81.0%
Bachelor's degree or higher, percent of persons age 25+, 2008-2012	19.5%	20.0%
Per capita money income in past 12 months (2012 dollars), 2008-2012	\$20,645	\$20,670
Median household income, 2008-2012	\$29,286	\$38,882
Persons below poverty level, percent, 2008-2012	35.2%	22.3%
Homeownership rate, 2008-2012	49.1%	69.9%

2. Describe the role of families and community members in developing and providing input into the proposed school.

Inspire Charter School's Founders and planners have taken grassroots involvement to a high level of community involvement. Led by the **Columbus Coalition for Educational Options** (CCEO), a wide array of community members, stakeholders and families have provided high quality input into the process.¹⁸ A charter school planning and formation informational website | www.cceofoundation.org | was developed early in the planning process to chronicle the grassroots efforts underway to bring a charter school to Columbus, Mississippi. CCEO members received training and input from the *Mississippi Charter Schools Coalition*, the Mississippi and National Chapters of the *Black Alliance for Educational Options* (BAEO). The following table shows state and national charter schools professionals who have provided technical assistance and participated in planning.

Table 6: Mississippi and National Charter School Planning Technical Assistance Partners

<i>Kenneth Campbell</i>	<i>Forrest Thigpen</i>	<i>Dr. Kimberly Russ</i>	<i>Erika Berry</i>
BAEO, National President	Executive Director MS Center for Public Policy	BAEO, Mississippi State Director	Executive Director MS Charter Schools Coalition

See the www.cceofoundation.org to review the meeting documents and artifacts that are posted online.
BAEO, Black Alliance for Educational Options website: www.baeo.org

3. Describe the outreach that has been conducted to engage prospective parents, teachers and pupils in the district the school is proposing to serve.

The *Columbus Coalition for Educational Options* (CCEO) a community advisory council for the planning and development of **Inspire Charter School** held community meetings on a regular schedule to engage prospective parents, teachers and students in the charter school is proposing to serve. Other mechanisms used to engage the community were social media that is a non-traditional way to keep potential parents and the community informed of the charter planning process and timelines. Outreach including press releases to local papers, television news highlights and radio broadcasts and public service announcements were also used to keep the public informed and involved in the charter school planning process. Sub-committees were formed officially launching an advisory council for charter school planning. Documentary evidence of the community's involvement including an able of the **CCEO Work Groups and Sub-Committees** are located in **ATTACHMENT B**.

4. Describe evidence of support from any identified community partners, organizations, agencies, or consultants. This evidence may include letters of intent/commitment, in-kind donations, memoranda of understanding, and/or contracts, and should specify the resources to be committed or contributed from the partner, as applicable.

a. In Attachment A, provide any applicable documents. If the school is relying on a community partner to provide a service or facility that is integral to the operation of the school or educational model, provide a copy of the contract or MOU as part of this attachment.

Inspire Charter School Partnerships, Community, State and National

Inspire Charter Schools has put together through communication, good will and partnerships an impressive cadre of ¹⁹community partners, agencies, state and national organizations and consultants to help carry out the mission and goals for the charter school. Each partner identified has specific expertise related to the charter school's implementation and have provided letters of support are available for review in **ATTACHMENT A**.

5. Provide evidence of support for the proposed school among prospective families, teachers, and pupils, or any combination thereof. Support may be gauged and demonstrated through community meetings, parent/teacher/student letters of support, surveys of prospective stakeholders, and/or evidence of letters of intent to enroll among other means.

a. As Attachment B, provide any applicable documents of any community support.

If successful in securing state authorization, **Inspire Charter School** will be more than bricks and mortar, more than paper and pencils, and certainly more than a place where children can come in out of the cold. **Inspire Charter School** will be a “choice” that public school parents have made to give their child (ren) a chance at a remarkable education where he or she will always come **FIRST**. The Inspire team believes it's not hard to put children first and have made a personal commitment to do just that. The CCEO grassroots advisory council and organizing team, as well as Founders have taken the time to truly engage the community in meaningful dialogue around “why choice is important to a democracy and why choice is essential for everyone.”

CCEO Community Public Input Meetings

The Columbus community comprised of prospective families, teachers, students, parents and stakeholders were actively engaged in the planning and development for the charter school. A slate of community meetings was developed and community at large was invited to participate. The community was actively engaged in the development of proposal ideas for the application submitted to the MS Charter Schools Authorizers Board requesting approval to establish a charter school. The work has been exhilarating, authentic and empowering for all involved. See **ATTACHMENT B** for artifacts and applicable documents specifically related to a high level of community support.

Inspire Charter School Planners Have Grassroots Community Input & Support for Charter School Planning



Pictured: Concerned citizens of Columbus, MS, attending and participating in a CCEO sponsored meeting for community involvement input, participation and feedback session for charter school planning. Way to go citizens!

D. School Culture and Student Engagement

1. Describe the planned culture for the school and how this culture will promote a positive academic environment and reinforce student intellectual and social development.

INSPIRE CHARTER SCHOOL PROMOTES A COLLEGE GOING CULTURE

Inspire Charter School will promote a college-going culture of excellence through student engagement and positive teacher-student interaction built around learning goals for every child enrolled in the school through a system of support called the **INSPIRE WAY**; which is a collection of actions, beliefs, strategies, and values that reinforce academic achievement and students' intellectual and social development. An "Inspire Way" Teacher/Student/Parent Handbook and Modeling Plan will be developed that sets the norms for the schools and builds an attitude for success with a common focus, achievement purpose, positive behavior strategies, communication signals and rewards for getting it right. The following graphic explains what it means to be an **INSPIRE** student. (Model created by the CCEO's Education & Operations consultant © 2014.

THE INSPIRE WAY: WHO WE ARE & WHAT WE BELIEVE



- **I**ntelligent & SMART
- **N**o Nonsense Focus on Education
- **S**cholarly & Ready to Learn
- **P**olite to Classmates & Staff
- **I**nspired to BE THE BEST
- **R**espectful 24/7, 365
- **E**lite College-Going Culture

WE ARE GOING TO
COLLEGE. WATCH US

ACHIEVE!

2. Explain the systems, structures, practices, and traditions the school leader and leadership team will create to foster this culture for students, teachers, administrators, and families starting from the first day of school (note that a description of the planned discipline policy is requested in the next section).



INSPIRE CHARTER SCHOOLS COMMUNITY OF LEARNERS

Inspire Charter School will set systems in place that creates structures and practices that the **School Leader** and **Leadership Team** will use to ensure the school's positive learning culture, school pride and "best of the best" culture is deeply embedded into the day-to-day life of the school, classroom and families.

A professional learning community coupled with a "community of learners" concept will foster collaborative interactions among students, teachers, administrators, and families around the school's mission, goals and reason for existing. **Professional Learning Communities** also called **PLCs** are research-driven methods of engaging teachers and administrators in professional practices that promote

high student achievement. The School Leader, Leadership Team and consultant will utilize the Mississippi Department of Education's *Learning Forward Standards* to build ²⁰Professional learning within communities requires continuous improvement, promotes collective responsibility, and supports alignment of individual, team, school, and school system goals.

3. Explain how the school culture will include and serve all students including students with disabilities, English Language Learners, and any students at-risk of academic failure.

Inspire Charter School will provide a quality education for **EVERY** child every single day. The school will promote an inclusive school culture designed to meet students where they are and move them to where the need to be including students with disabilities, English Language Learners (ELL), and any child "at-risk" for academic failure. The charter school accepts the responsibility for appropriately educating every child in their "least restrictive environment." The school will address the learning of each student including children with disabilities and ELL students using the Mississippi Department of Education's ²¹**Teacher Support Team (TST) Response to Intervention Model** in conjunction with Individual Learning Plans that are based on student progress monitoring data. Blended learning will be integrated throughout the school through 21st Century technology applications, highly trained data interpreters and professional learning communities that link student needs to intervention models to the **TST** process to that best address the needs of ALL students. Counseling & Social Services Support.

E. Student Discipline Policy

1. What will be the key elements of the school's discipline policy and how will it reflect the school culture described above? Which roles on staff will be responsible for implementing the school's discipline policy?

a. Provide a copy of the school's discipline policy as Attachment C.

Inspire Charter School is dedicated to ensuring students and staff are safe and secure at school and promotes a respectful, nurturing and collaborative school culture. Students nor teachers should have to deal with harassment or bullying in any form. Mississippi recently passes specific ²² anti-bullying laws that reflect the concerns of citizens regarding the prevalence of bullying in school Mississippi schools. The School Leader will observe regularly in classrooms and conference with teachers to ensure the discipline plan is used consistently throughout the school and school day. The entire school staff (students, staff, support staff, parents, and volunteers) is responsible for implementing the school's discipline plan in a fair, respectful and consistent manner. Students, teachers, parents and staff members will be given opportunities annually to review the school's discipline policies and give input to help reinforce high expectations for student conduct. The school's draft **Discipline Policy** with reference sections that address students with disabilities is provided in ATTACHMENT C.

2. Is there a strategy for positive behavioral reinforcements? What rituals or protocols will be in place as part of this strategy?

Inspire Charter School's Discipline Policies will be based on research by the ²³**Learning First Alliance: Every child Learning Safe and Supportive Schools**. The school's positive behavior support system at the forefront of the school's discipline culture. The **School Leader** will be the primary catalyst and facilitator of the school's positive behavior support system and disciplinarian where he or she will ensure that the discipline policy is followed on a daily basis. A copy of the school's selected ²⁴**Positive behavioral Support System Framework** by the *OSEP Technical Assistance Center on Positive Behavioral Intervention and Supports for Effective School-wide Intervention* (Framework) is located in ATTACHMENT C.

3. How will the discipline policy be practiced in the classroom to ensure students are on task and focused on learning?

Inspire Charter School discipline policy will not be a stagnant document, poorly understood, and placed in a file cabinet. A school's discipline policy and procedures should be a living document that guides teachers on how to manage student behavior and keep them focused on learning and engaged in classrooms.

STUDENT ENGAGEMENT

For **Inspire Charter School**, discipline policies will be practiced in the classroom by modeling expectations and keeping students engaged in meaningful, challenging and creative work that places their focus on learning rather than boredom or frustration both of which can lead to misbehavior. According to the research, student engagement in learning; although not a magic pill is linked to less discipline issues in the classroom.

4. How will the school ensure that minority students, English Language Learners, and students with disabilities are not disproportionately represented in disciplinary procedures?

a. Attachment C should include disciplinary procedures for students with disabilities.

Inspire Charter School will ensure the procedural safeguards for students with disabilities and ELL will be strictly adhered to regarding suspensions, and expulsions. Policies and procedures will be put into place to ensure students due process rights are not violated, including grievance and parent conferences procedures when a student is suspended or expelled.

F. Ongoing Stakeholder Involvement

The school leader and teachers will be trained in the essential knowledge of one of the nation's premiere researchers in area of student engagement, Robert Marzano, using his groundbreaking book of differentiated engagement strategies, "The Highly Engaged Classroom." ²⁵According to Marzano, student feelings and actions such as the ones listed in following diagram are associated with "engagement" and "disengagement" that can impact the school's discipline.

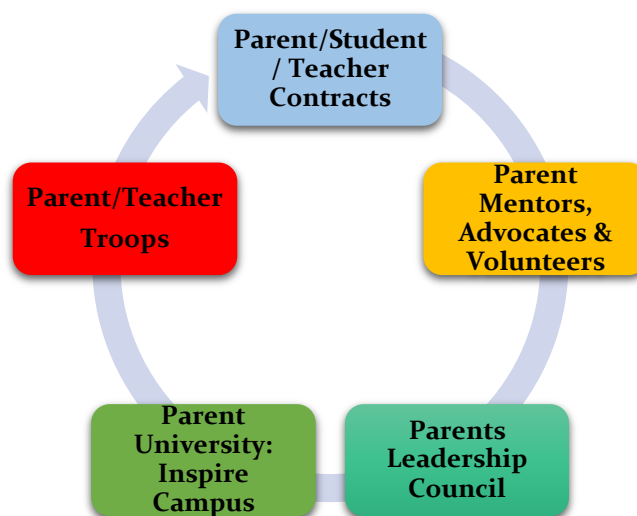
1. What community resources will be available to students and their families? Describe any partnerships the school will have with community organizations, businesses, or other educational institutions. Specify the nature, purpose, terms, and scope of services of partnerships.

School-and-Community Partnerships are a necessity in today's high stakes learning environments. A strategic effort and communication plan will be developed immediately after the school opens to connect community organizations, businesses and other academic institutions to the school. We believe meaningful partnerships based upon agreed upon goals will "enrich the learning environment for students."

2. Describe how families will be engaged in the school's culture and operations. How will the school build family-school partnerships to strengthen support for learning and encourage family involvement?

The Founders and planners saw elements of "greatness" in each of these organizations that inspired the following ²⁶ **iPACT Strategies**:

iPACT STRATEGIES



Inspire Charter School Founders, Planners and Board believe that parents are a child's first and best advocate. There are numerous studies that show that when parents and schools work together, children do better in school. **School to Family Partnerships** that support learning and encourage family involvement will center on the school's parental involvement agreement called **iPACT** (inspired **P**arents **A**nd **C**aring **T**eachers). The **iPACT Parent Contract** agreement will engage parents in meaningful ways and the implementation strategies was developed by the CCEO's Education and Operations Consultant after reviewing engagement strategies from some of finest charter school leadership organizations in the nation including Achievement First, KIPP, Green Dot and Aspire who manage a number of schools across the nation. The CCEO Team, Founders and consultants also visited neighboring charter schools and charter management organizations in Memphis, Tennessee, (Dubois Charter Schools Consortium, Omni Prep Academy & Gestalt's Power Academy).

iPACT STRATEGIES & PROTOCOL

- ✓ | **Parent/Student/Teacher Contracts** | A written and communicated agreement between parents, teachers, and students that define a set of values, expectations and school culture that revolve high expectations for learning and behavior.
- ✓ | **Parent Mentors, Advocates & Volunteers** | Parents will serve as their child's most "appreciated" advocate when it comes to ensuring their child or children is receiving a "quality" education without excuses. In doing so, parents will be encouraged to ask questions, take advantage of the school's open-door policy, provide suggestions and input and attend school board meetings and school events. Parents will serve as school volunteers upon agreed upon schedule, tasks, responsibilities, and experiences. Parents will serve as mentors which will include; but not be limited to serving as "tutors and reading and project buddies."
- ✓ | **Parents Leadership Council** | A group of parents selected by the school and their peers to serve as an empowered the Parent-Teacher Organization/Parent Leadership Council (PLC) for the Charter School Leader, Board of Trustees and other parents. The PLC will also serve as Parent Ambassadors for the community at large focused school improvement and student recruitment. Two parents from each grade level will be selected to serve on the PLC plus an additional parent who can credibly represent each of the following student groups. (1) Children with Disabilities, (2) ELL Students and (3) Homeless Students.
- ✓ | **Parent University: Inspire Campus** | Parent University is a collection of strategies/ courses that the School Leader and consultants will use to immerse parents in authentic interactions with Inspire Charter School staff and the Community to ensure a "connectedness" built around student achievement, parent involvement, and school safety goals. Saturday Academy will be the driving force to engage parents in "respectful" and "purposeful" parent university training/courses such as GED, IEP, college and career readiness, workforce development, Reading Buddies, Financial Literacy, Healthy Families, Common Core State Standards, and Service Learning

courses opportunities. Partnerships will be developed with colleges and universities and industry leaders to empower parents to BREAK the cycle of generational poverty in the community.

- ✓ | **Parent/Teacher Troops** | The Parent/Teacher Troop is a Partnership between parents, school and teachers designed to accomplish these goals:
 - Train unemployed parents and grandparents to serve as substitute teachers for the charter school in the event the teacher is sick or on other approved leave. (Background checks will be conducted prior to hiring subs.)
 - Provide a respectful substitute teacher stipend to unemployed parents and grandparents who serve as substitute teachers. (Efforts will be made to place parent subs in their own child's or grandchild's classroom whenever possible. (The "It takes a village to raise a child approach.")
 - Involve parents and grandparents in the charter school in meaningful ways while giving them pride and ownership in the school as a whole.

3. Explain how families will be involved in the governance of the proposed charter school. How will the school's policies, procedures, and culture reflect the importance of family satisfaction? How will family satisfaction be evaluated?

Parental Involvement in School Governance

As part of **Inspire Charter School's iPACT**, a **Parent Leadership Council** will serve as the parent advisory council for the School Leader and its Partners. Two parents from the council will serve on the school board by term to connect parents' perspectives and child advocacy to school governance and policy implementation. The voice of parents is often stifled in traditional public schools because parents don't have a designated seat at the table of decision makers. By involving parents in the governance of the charter school ensures parent involvement extends far beyond the PTO and allows parents to have input into the school's policies, procedures to reflect the importance of parental voice.

Parent Satisfaction (or dissatisfaction) is a barometer for measuring how well or how poorly a school addresses the needs, concerns, values and opinions of their parents. Unlike many traditional public schools where attendance zones dictate where a child must attend school, parents **CHOOSE** to enroll their child in a charter school. With choice, come a responsibility and accountability that makes charter school leaders and educators more responsive and better listeners when it comes to the concerns of parents. **Inspire Charter School** Founders, Planners and the Board are sensitive and grateful that charter schools mirror the needs and hopes of parents in ways that positively impact educational improvement. The school will employ a number of strategies to gather and respond to the needs of parents to increase parent satisfaction and address areas of concern in a timely manner. The following diagram present the major mechanisms that will be used to gather and evaluate parent and family satisfaction including surveys and home/family visits.

4. What communication protocols are planned for stakeholders? How will families be informed about school updates, board meetings and other events?

Inspire Charter School's School Leader, teachers and consultants will work in collaboration to keep parents and stakeholders informed about school updates, board meetings, special events, student recognitions, and other events. Every effort will be made to keep the lines of communication between the school and parents open and fluid. (See APPENDIX for references for Section I/Culture).

Section II. LEADERSHIP

(10 page limit)

This section outlines school leadership and the processes that will ensure school sustainability and achievement.

A. Leadership Team Personnel

1. Describe the essential responsibilities of the school's leader. Provide a job description for this position as Attachment D.

- a. Summarize the profile of the school's ideal leader, including skills, qualifications, and characteristics.

Essential Responsibilities of Inspire Charter School Leader



The School Leader will be the Chief Executive Officer (CEO) for Inspire Charter School which under the state's charter school law is its on local education agency (LEA). In this role, the school leader has essential responsibilities that are directly related to the success of the school. The charter schools bill was signed into law on April 17, 2013, by Governor Phil Bryant. The Founders for Inspire Charter School immediately begin meeting and discussing what characteristics they are looking for in a school leader. These conversations continue and Founder, Planners and Board have reviewed best practices from across the nation who have significantly more exposure to selecting a school leader and chief executive offer based on qualities proven to be effective across the nation. ²⁷Guidance and Tools from the premiere national online resource center for charter schools were examined and adapted to create the following charter school leadership evaluation rubric to be used to assess the essential responsibilities of the school leader. The Job Description and Essential Responsibilities for Inspire Charter School's School Leader is located in ATTACHMENT D.

ESSENTIAL RESPONSIBILITIES OF THE SCHOOL LEADER

INSPIRE STEM & ARTS SCHOLARS ACADEMY

Criteria and Weighting	Exceeds Expectations	Meets Expectations	Below Expectations	Unsatisfactory
<i>Academic Performance (40 points)</i>	Meets 100% of school's achievement goals	Meets 90% of school's achievement goals	Meets 50% of school's achievement goals	Fails to meet at least 50% of school's achievement goals
<i>Enrollment Compliance (25 points)</i>	Meets 100% of the school's enrollment target	Meets 90% of the school's enrollment targets	Meets 50% enrollment of the school's enrollment targets	Fails to meet at least 50% of school's enrollment targets
<i>Academic Program Fidelity (20 points)</i>	Academic program implementation has gone well beyond the original charter application; special program elements are infused throughout the curriculum	Academic program meets the description in original charter application adopted by the board; all stakeholders can articulate and identify key elements of the program	Academic program implementation meets some of the elements described in original charter application or strategic plan adopted by the board	Academic program does not meet most of the elements described in original charter application or updated strategic plan; few stakeholders can articulate key elements of the program
<i>Parent/Teacher / Student Satisfaction (10 points)</i>	80% of parents, students and teachers grade the school A or B on all surveyed measures; 70% attendance at parent conferences; 80% teacher retention and student re-enrollment	75% of parents, students and teachers grade the school A or B on all surveyed measures; 50% attendance at parent conferences; 75% teacher retention and student re-enrollment	50% of parents, students and teachers grade the school A or B on all surveyed measures; 33% attendance at parent conferences; 65% teacher retention and student re-enrollment	Less than 50% of parents, students and teachers grade the school A or B on all surveyed measures (or no surveys conducted); below 33% attendance at parent conferences; less than 65% teacher retention and student re-enrollment
<i>Fundraising/ Community Relations (5 points)</i>	Organization has met fundraising goals and increased number of donors and total raised most years; at least 10 positive new stories per year and at least 10 school tours or visits hosted per year.	Organization has received significant cash and in-kind donations and has a documented fundraising plan with annual goals; school has many more positive news stories than negative and has hosted at least 5 school tours or visits	Organization has received insignificant cash and in-kind donations, does not have a documented fundraising plan with annual goals; school has few or generally neutral news stories; organization web site is not updated regularly	Organization has received no cash and in-kind donations, does not have a documented fundraising plan with annual goals; school has significant number of negative new stories

2. Is it a requirement that the school leader have school leadership experience? No.

Inspire Charter School's Founders, Planners and Board are aware of the requirements of the *Mississippi Charter School Law Act of 2013* that requires that 75% of the school staff be certified and that the School Leader does not have to be certified in ways that are typical to traditional public schools. With regard to the law, **School Leaders/Chief Executive Officer** will be recruited who possess administrative certification

and those who do not hold traditional administrator certification but have significant experience in executive leadership in business settings or other executive positions. The interview and selection team for the School Leader is seeking the very best and brightest candidate with a myriad of skills and competences that could lead to a successful school chief. It will not be required that the School Leader has school leadership experience; however it will be recommended.

3. Will the school leader be the instructional leader at the proposed school? If not, who will be responsible for the instructional leadership at the proposed school?

The School Leader for Inspire Charter School will be responsible for instructional leadership at the school. The Mississippi Department of Education's *Mississippi Principals Evaluation Instrument* discussed later in the proposal identifies and measures the competencies school leaders must process in order to effectively serve as instructional leader. This tool will be used by the school's Board and the contracted management organization to evaluate effectiveness and prescribe improvements as needed for the instructional leader.

4. Provide a detailed description of the recruiting, hiring, and selection process, and timeline for identifying the school leader. Who makes the hiring decision for the school leader position?

The **Board of Trustees** for Inspire Charter School will recruit, hire and solicit the School Leader for Inspire Charter School with the assistance of the Inspire Foundation. By agreement, the Executive Director and designated staff for the Inspire Foundation will aid the Board in recruiting prospective school leaders, pre-interviewing and screening candidates, and providing a slate of the most qualified applicants to the school board to interview and make a final hiring selection. The application process for the School Leader position officially opens April 1, 2014, and will remain open until the position is filled. The Board expects to hire a School Leader as soon as funding has become available contingent upon being selected by the *Mississippi Charter Schools Authorizers* Board as an approved charter school.

5. If the Principal/Head of School candidate has been identified:

The School Leader for Inspire Charter School has not yet been identified.

6. Explain why this individual is well qualified to lead the proposed school in achieving its mission and goals. Summarize the proposed leader's academic and organizational track record. Provide the school leader's resume and proof of United States citizenship as Attachment E. **N/A Explanation: The Board of Trustees has not selected a School Leader for the school; however the application and recruitment process has begun. A job description has been developed and is included in the attachments section.**

7. As part of Attachment E, provide specific evidence that demonstrates the leader's capacity to design, launch, and manage a high-performing school. Provide specific data that demonstrate strong evidence of the school leader's ability to effectively serve the proposed target population. This evidence must include annual student achievement data, disaggregated by subgroup, for every school under the current or prior management of the leader. **N/A Explanation: The School Leader has not been hired yet; because state per pupil funding has not been released at this time and the school will not be able to apply for grants until and if approved for a 5-year charter from the Mississippi Charter Schools Authorizers Board.**

8. If the school leader has never run a school, describe any principal leadership training programs that the proposed leader has completed or is currently attending. **N/A Explanation: The School Leader once selected will receive intensive training in effectively leading a high performing charter school in high poverty, high needs environments from the State Director for the Mississippi Black Alliance for Educational Options (BAEO). BAEO services and mission can be viewed at www.baео.org.**

The School Leaders will receive participate in state and national conferences and symposiums including the *National Alliance for Public Charter Schools Conference* and the *BAEO National Symposium* annually to become and remain abreast of national trends for effective charter school leadership.

a. As part of Attachment E, provide any evidence that demonstrates the leader's capacity to design, launch, and manage a high-performing school. Provide any available specific data that demonstrate strong evidence of the school leader's ability to effectively serve the proposed target population. This evidence may include data from the leader's previous role as a teacher or other administrator.

ATTACHMENT E CONTAINS THE JOB DESCRIPTION FOR THE POSITION.

Although the **School Leader for Inspire Charter School** has not been identified partly because the prospective timeline for charter schools to open in Mississippi, approval pending status, and state dollars have not yet been allocated to fund personnel for Mississippi Charter Schools, a description of the qualifications and proposed interview questions that will be used as part of the recruitment and selection process for this key position is located in **ATTACHMENT E**.

9. What additional personnel will make up the school's leadership team? Summarize the essential duties and responsibilities for each additional person on the leadership team.

INSPIRE CHARTER SCHOOL PERSONNEL

Inspire Charter School Board of Trustees realize the importance of having an outstanding *Charter School Leader* who is capable of strong fiscal management and is capable of leading educational excellence by selecting teachers, support staff and professional services partners who know how to improve student achievement. Across our nation, charter school boards, contract with the "best and brightest" teachers and administrators and contracted services professionals who will stay focused on instructional quality and improving student achievement while protecting the school's bottom line by promoting cost savings through scalable solutions and quality people. **Inspire Charter School** personnel once selected will adhere to the following **SMART** goals when administering their duties and monitoring progress.

SMART: Specific, Measurable, Achievable, Realistic and Time-sensitive Goals.

www.smartgoalsforteachers.com

10. Please provide job descriptions for all leadership team positions as Attachment F to this narrative.

The job description for the School Leader to be hired by the Board of Trustees is located in **ATTACHMENT F** for review.

11. What are the qualifications and credentials necessary for the other members of the leadership team?

The Leadership Team for Inspire Charter School will consist of the **Charter School Leader** and a highly-quality instructional and operational team consisting of teachers and support staff and contracted technical assistance partners and professional services.

12. Have the other members of the leadership team been identified?

The **Board of Trustees for Inspire Charter School** for the charter school has been selected and seated. The Board of Trustees (school board) has developed a job description for the **School Leader** who will serve in the capacity of **School Leader and CEO** for the school/LEA. The school board has begun the process of recruiting for the position and once the school leader is selected and hired, he or she will recruit, interview and make recommendations to the school board to hire the classroom teachers and support staff needed for the school. The school board will contract with a School Leader/CEO contingent upon approval and receipt of a charter school contract from the *Mississippi Charter Schools Authorizers Board* and funding availability to open a charter school in Columbus, Mississippi.

13. If so, provide as part of Attachment F resumes, proof of United States citizenship, and annual student achievement data, disaggregated by subgroup, for every school under the current or prior management of each identified leadership team member.

14. If not, what is the timeline to fill each position?

*All positions for **Inspire Charter School** will be filled a minimum one month prior to the school opening upon State approval. Professional development will begin as soon as staff members are identified and will continue throughout the school year.*

B. Leadership Team Coaching and Evaluation

- 1. Explain the school's system for analyzing the school leader's need for coaching and professional development. How will the school supply these supports to the school leader?**

Mississippi Principals Evaluation Instrument (Val-Ed)

Inspire Charter School Founders and planners believe that student achievement success is predicated on having an exemplary school leader who focuses on the "right things all the time." Over the past two years, the Mississippi Department of Education has been developing in collaboration with *Discovery Assessments* © a research-based principal growth and proficiency evaluation tool for measuring the roles and responsibilities of Principals and Supervisors known as the *Mississippi Principal Evaluation System*.²⁸ The following components, professional development and evaluation processes for the *Mississippi Principal Evaluation System*. See ATTACHMENT D to review the Evaluation Instrument.

- 2. Explain how and when the governing board will evaluate the school leader or principal? What evaluation tool will be used? What key performance criteria will be examined? How will student academic performance be factored into the school leader's evaluation?**

The Board of Trustees has taken a two-prong approach in meeting their responsibility for evaluating the School Leader/CEO. The school board will use the *Mississippi Superintendents Evaluation Instrument* developed by the **Mississippi School Boards Association** and contract with experienced professional consultants who have expertise in educational and executive leadership to provide on-going monitoring and evaluation of the School Leader's effectiveness at the school level using the **Mississippi Department of Education's Mississippi Principal Evaluation Instrument** to quantify, coach the school leader and inform the school board of his or her leadership strengths and weaknesses. The Board of Trustees has approved the use of these instruments as the primary tool for monitoring and evaluating the School Leader. In addition, the School Leader/CEO will be expected to host school tours and make progress reports to the Board.

- 3. How will the school's board handle unsatisfactory leadership performance?**

OBJECTIVE EVALUATIONS FOR THE SCHOOL LEADER

As part of the Board of Trustees contracted professional services, technical assistance consultants will monitor, evaluate and coach the School Leader (using Clinical Coaching and Supervision and Leadership Development approach) as needed to ensure he or she is executing his or her duties with fidelity. By using objective and external professional services consultants/specialists to identify and quantify unsatisfactory performance of the School Leader, the Board of Trustees can ask the right questions and develop an improvement plan, if needed, to ensure the School Leader is meeting his or her contractual obligations.

- 4. Who will coach and evaluate the members of the leadership team other than the principal?**

TEACHERS WILL BE COACHED BY SCHOOL LEADER AND CONSULTANTS



STUFF MISSISSIPPI TEACHERS NEED TO KNOW ABOUT

Common Core State Standards

A Framework for Understanding Poverty

Student Progress Monitoring

Higher Order Thinking Skills

Inclusion Strategies

Research Based Best Practices

The Charter School's Teachers will be coached and evaluated by the School Leader and consultants and specialists who have expertise in teacher evaluation, clinical coaching for improved student achievement, student progress monitoring, blended learning/e-literacy, **Common Core State Standards** (CCSS), **Mississippi Reading Gate** continuum, **Mississippi Assessment System**, and has expertise in implementing the **Mississippi Statewide Teacher Appraisal Rubric** (MSTAR) that will be discussed later in the proposal. Teachers are one of most important professionals in the school when it comes to student achievement. The Founders, Planners and the Board for **Inspire Charter School** recognize the importance of exemplary teachers and applaud their service to students and our nation's future. Teacher coaching facilitated by the School Leader and professional consultants working toward reaching the school's achievement goals with fidelity and consistency.

The School Leader will maintain a professional relationship with teachers and staff and consultants who will provide technical assistance in the school using measurable goals, objectives and benchmarks that will be established and approved by the Board of Trustees.

Teachers will receive on-going professional development and classroom level coaching in identified areas of deficiencies. The purpose is coaching for improvement, not coaching just to be coaching. Coaches have to be skilled in coaching to be effective as staff for the Inspire Foundation are as evidenced by the skills, experiences and credentials indicated in the resume section of the proposal.

²⁷ <http://www.charterschooltools.org>

²⁸ *Comprehensive Overview of the Mississippi Evaluation System*, Mississippi Department of Education, 2012.

²⁹ <http://www.discoveryeducation.com/administrators/assessment/val-ed/>

Section III: SCHOOL STRUCTURE AND OPERATIONS

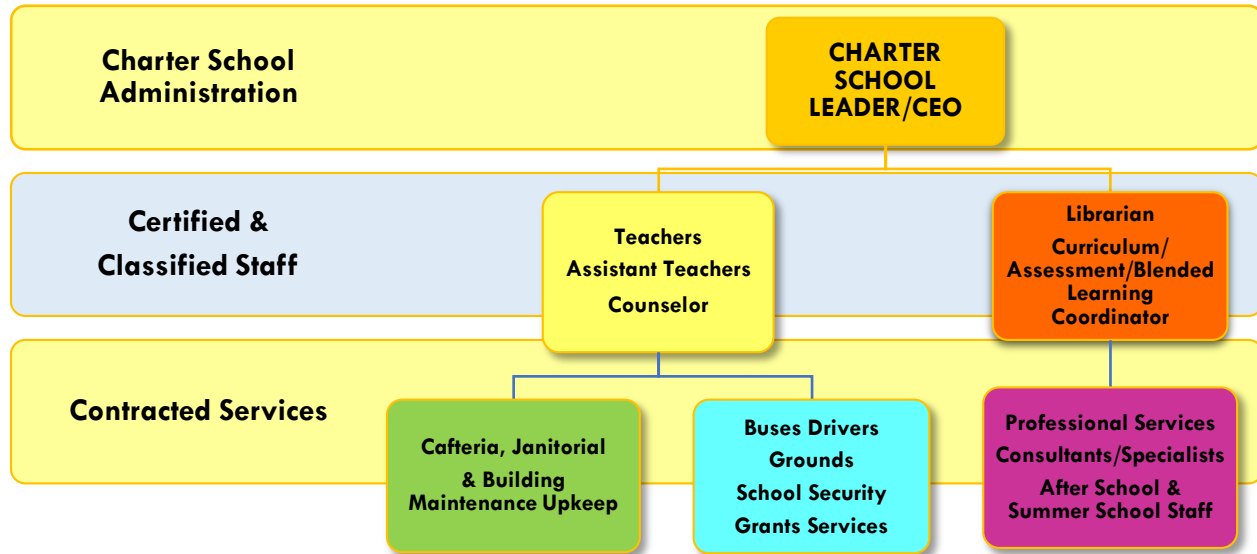
(10 page limit)

A. School Personnel Structure

1. Other than the leadership team discussed in Section II, outline the staff positions that the school will fill to ensure successful ongoing operations. Note any core functions that will be outsourced to third parties or consultants.

(The law requires any that any contracts for outsourced core functions be evaluated by the authorizer board as part of this process. Furthermore, no for-profit entity can be hired for core academic or management functions.)

INSPIRE CHARTER SCHOOL PERSONNEL & CONTRACT SERVICES



2. As Attachment G, supply an organizational chart for school personnel. For staff positions, include each position/title, name of person holding the position (if applicable), and the year in which the school anticipates adding the position to the staff roster. This chart should include leadership team positions. General education teaching positions can be included as one box on the org chart; however, special education and ELL positions should be listed separately from general teaching positions. (This organizational chart will be compared against the budget figures supplied elsewhere; the two should sync. This chart must clearly present lines of authority and reporting between the governing board, education service provider (if applicable), staff, related bodies (such as advisory bodies or parent and teacher councils), and all other external organizations that will play a role in managing the school.).

Additional staffing details are located in ATTACHMENT G.

3. As Attachment H, supply a staff roster that details all staff positions, such that teaching positions are listed individually and all paraprofessional or specialty teachers are included. The staff roster should include staff planned during the entire initial term of the charter school. This roster should be in list format as opposed to an organizational chart. If the school is phasing in the program, please use multiple columns to indicate which positions will be added in which years. Note on the roster whether positions are full-time or part-time. **Inspire Charter School** staff roster details listing for all staff positions, by personnel category for the entire authorization period is located in **ATTACHMENT H**.

4. Outline the proposed school's salary ranges and employment benefits for all employees, as well as any incentives or reward structures that may be part of the compensation system.

INSPIRE CHARTER SCHOOL COMPENSATION SYSTEM

Inspire Charter School's proposed compensation system is based on the Mississippi Teachers base salary ranges calculated annually by the *Mississippi Adequate Education Program* (MAEP), *Mississippi Code Section 37-19-7*. The salary scale for the State of Mississippi compared to the local school district will serve as the reference point for charter school teachers and assistant teachers' base salary plus additional salary supplements for extended learning time and performance-based incentives based on student achievement and **MSTAR** results. Performance-based for the School Leader/CEO is based on the

Mississippi Principal Evaluation System and the school's achievement growth. The Mississippi Teachers Salary Schedule along with the school's compensation plan is located in **ATTACHMENT H**.

DETAILED COMPENSATION PLAN:

- Highly Qualified Teachers and instructional staff will be hired prior to the charter school opening its doors for students. The compensation plan base salary will be based on *Mississippi Teachers Pay Scale* and supplemented for additional service time at a rate not to exceed 25% of the state scale.
- Assistant Teachers will be paid in accordance with the *Mississippi Assistant Teachers Pay Scale* and receive a stipend based on their hourly rate as classified employees for additional service time.
- The School Leader/CEO salary and benefits packet will be negotiated with the Board of Trustees upon selection and hiring. The salary range will be competitive with be a balance between the salary range of Mississippi Principals and School Executives.
- Presently, the *Mississippi Charter Schools Law Act of 2013* has made no provisions for teachers, administrators and support staff to participate in the *Public Employees Retirement System (PERS)*. Therefore, the charter school will provide an option to participate in a high quality deferred compensation 401-K deferred compensation plan through a provider.

B. Student Recruitment and Enrollment

1. Describe the plan to recruit students in the pre-opening year, including the strategies, activities, events, responsible persons and milestones that will demonstrate progress over time.

THE SCHOOL LEADER IS IN CHARGE OF RECRUITMENT & ENROLLMENT.

Inspire Charter School Recruitment Open Enrollment Plan

The Founders, Board and planners for **Inspire Charter School** realize the importance of meeting the school's enrollment targets annually. In order to secure the financial revenues needed to offer the high quality education program and ensure operational fidelity year over year, student recruitment and enrollment will be a top priority for the school's Board, leadership and School Leader/CEO. Specific school staff aided by parental involvement and student recruitment consultants and specialists will collaborate with the goal of meeting and maintaining the school's projected enrollment year over year. **Inspire Charter School's** recruitment and open enrollment plan follows:

- ❖ The application process for the charter school will be fair and transparent to ensure that students are not "cherry picked" or denied enrollment based on factors that would be considered discrimination.
- ❖ All applications for founders, board members and staff members for the charter school will automatically receive placement.
- ❖ All applications from parents interested in enrolling their child (ren) will be accepted based on the available number of seats available and the *Mississippi Charter Schools Law Act of 2013* and 80% rule. Once seats fill, a numerical waiting list will be generated by grade level and used throughout the school year to maintain projected enrollment.
- ❖ All applicants applying to enroll in the charter school **MUST** live within the attendance zones for the local school district in accordance with the Mississippi Charter School Law. (Applicants from another school district cannot enroll in the charter school in accordance with the Mississippi Charter School Law. Students cannot cross district lines in order to attend the charter school.)
- ❖ The school's Open Enrollment plan for recruitment students will open annually in March annually and remain open for the upcoming school year until all seats are filled.
- ❖ Recruitment will occur annually using a variety of media sources including TV, Radio, Newspapers, Billboards and Social Media), word of mouth, mail outs, call outs/shout outs, text outs, and meetings or visits to public venues (including churches, community centers, doctor's offices, daycares, Head Starts, community parks, etc.) and by hosting community fairs).
- ❖ The lottery will comply with all state residency and immunizations requirements.

- ❖ The school will fully comply with the *Mississippi Charter Schools Law Act of 2013 Open Enrollment requirements*.

SEE ATTACHMENT N FOR THE SCHOOLS ENROLLMENT/MARKETING PLAN

As shown above, **Inspire Charter School** will initiate a **Marketing Campaign** annually that will address the strategies, activities, events, responsible persons and milestones that will be used to demonstrate progress over time. The purpose of formalizing the recruitment process for the school is to make sure parents interested in a STEM-related College Prep curriculum that is infused with the Arts are fully aware that this approach is offered at **Inspire Charter School**. Families residing in the attendance zones for Columbus Municipal School District and any additional attendance zones allowable that may be added later by law will be targeted by the marketing plan to include those grade levels that the charter school serves. As we market the school, our desire is to develop a large applicant pool and fill seats in a manner that is 100% in compliance with the *Mississippi Charter School Law Act of 2013*.

INSPIRE CHARTER SCHOOL MARKETING PLAN ACTIVITIES

The following major activities were accomplished by members of the *Columbus Coalition for Educational Options* (CCEO) and their Educational and Operations Consultant serving as the planning and advisory team for Inspire Charter Schools. Members and member qualifications can be viewed at www.cceofoundation.org. Many of the listed activities will continue once the school opens others will terminate upon opening the school based on the nature of the activity.

Table 7: CCEO & Founders 2013-2015 Major Activities

- | |
|---|
| <ul style="list-style-type: none"> ■ Formalized the planning and advisory team (CCEO) to establish a plan for developing a charter school in the local community. |
| <ul style="list-style-type: none"> ■ Applied for a Non-Profit Charter School status with the State and IRS. |
| <ul style="list-style-type: none"> ■ Developed a website communication portal to keep the community, potential stakeholders and board members informed about the plans and progress for the charter school. |
| <ul style="list-style-type: none"> ■ Held community meetings with the CCEO and state's charter leaders from the Mississippi Charter Schools Coalition. |
| <ul style="list-style-type: none"> ■ Promoted Meetings and the charter school planning process through email, texts, media outlets, radio, TV, Facebook © Linked © and Twitter ©. |
| <ul style="list-style-type: none"> ■ Attended monthly and training meetings of the Mississippi Charter Schools Authorizers Board. |
| <ul style="list-style-type: none"> ■ Attended charter school and school achievement meetings, trainings, and feedback sessions sponsored by the Black Alliance for Educational Options (BAEO). |
| <ul style="list-style-type: none"> ■ Attended training and RFP technical assistance training sponsored by the Mississippi Charter Schools Coalition and other charter school training groups and conferences. |
| <ul style="list-style-type: none"> ■ Submitted a Letter of Intent to the Mississippi Authorizers Board. |
| <ul style="list-style-type: none"> ■ Make scheduled school tours and visits to other states with established charter schools and charter management organizations sponsored by BAEO and the CCEO. |
| <ul style="list-style-type: none"> ■ Formed STEM and Arts partnerships with colleges, universities and organizations. |
| <ul style="list-style-type: none"> ■ Formed an alliance with Mississippi Teach for America (TFA) consortium. |
| <ul style="list-style-type: none"> ■ Formed an alliance with the Barksdale Reading Institute. |

- Developed a recruitment plan to begin taking students enrollment applications from parents.
- Advertised, vetted, interviewed and selected charter school board members.
- Held initial board meeting to approve submitting the Inspire Charter School application and all required documents and contractual agreements.
- Submitted the Inspire Charter School application proposal to the Mississippi Charter Schools Authorizers Board.
- Participate in Public Interviews regarding the charter school application with the Mississippi Authorizers Board.
- Seek and receive guidance and communication with the Mississippi Charter Schools Authorizers Board to ascertain the status of the application.
- If approved, comply 100% with the components of the charter school application and the Mississippi Charter School Law and Authorizers.
- If approved, begin securing external funding support through grants, donations and fundraising to remodel and upgrade the school facility, grounds and classrooms and for operational start-up funding.
- If approved, begin the recruitment, interview and selection process for the Charter School Leader/CEO and instructional and support staff.
- If approved, begin enrolling students and training staff to open the school.

2. How will the school team specifically reach out to families in poverty, academically low-achieving students, students with disabilities, linguistically diverse families, and other youth at risk of academic failure?

The School Leader and staff for **Inspire Charter School** will work collaboratively to design specific strategies to reach out to families in poverty, children with disabilities, ELL students, and children and youth at risk of academic failure. Many studies have shown that the school choice/parental choice programs provide personalized learning cultures that offer the potential to engage families who don't otherwise feel engaged in their child's school.

Inspire Charter Schools Outreach Plan for At-Risk Families: The Inspire Way

Inspire Charter School's (ICS) motto is "put students **FIRST**." The staff for the school will be trained to understand the difficulties schools have traditionally connecting and staying connected to families who live in poverty or have children who are not doing well in school due to learning disabilities, low achievement or language barriers. We believe the "promise" lies in honest, helpful and respectful outreach to families that include communication strategies that places the needs of the child at the "center" and the family and schools as a support team for the child—working together to the child succeed. We believe that "one size won't fit all" when it comes to breaking down communication and trust barriers.

Sustainable Parental Outreach & Communication Support Systems

We believe the more a culture of cooperation between parents and teachers can be intertwined into the fiber of the school's culture, a culture our team calls **THE INSPIRE WAY**, the more comfortable parents become in cooperating with teachers and articulating their children's needs, concerns, fears and joys with "school people." It's about breaking down communication barriers. To engage families of poverty and address other barriers to parental involvement, staff and parents will be use the strategies and tools suggested by Ruby Payne in her groundbreaking study, ³⁰*A Framework for Understanding Poverty*, as our major improving parental communications driver for the charter school's **Teachers Academy**.

Dr. Payne's work will become an integral part of our staff's professional learning community and book club. Parents, teachers, staff and partners will work on activities together throughout the school year. Although some controversy has arisen around the book's social context of poverty, we believe the framework itself has merit when used as a communication tool, not a tool for passing judgment on the less fortunate. Toward our goal to fully engage the high poverty children and families that will be served by the charter school, the School Leader working in collaboration with school staff and leadership team will implement a proven method for bridging the communication gap for hard to reach families. We will also use the ³¹ *Epstein Framework for Six Types of School, Family and Community Partnerships* shown in the following chart as part of a comprehensive school culture and support system called **THE INSPIRE WAY** to strengthen the school's bonds with all parents. **See Attachment N for Outreach Strategies.**

3. Will the school leadership team be collecting Intent to Enroll forms during the preopening year? A sample Intent to Enroll form is provided in the Application Toolkit.

a. If yes, how many Intent to Enroll forms have been collected as of the time of application submission?

Collection of Intent Forms Underway

In the State of Mississippi, the charter school law is very new and was signed into law by Governor Phil Bryant on April 17, 2013. The community proposed to be served has little knowledge and understanding overall about the merits of public charter schools. So little, the CCEO Planning and Advisory Team for the proposed charter school has concentrated its efforts primarily toward educating the public and potential stakeholders on public charter schools and their potential benefits for student learning improvement. In order to appropriately inform and educate our public, we have focused primarily in this area after passage of the charter bill. However, the CCEO team and planning partners have posted the [Intent to Enroll](http://www.cceofoundation.org) form on their website (www.cceofoundation.org) and will begin a media communication campaign around enrollment. Yes, we are currently accepting applications and our goal for is to collect 50 applications prior to May 2014 from parents interested in enrolling their child(ren).

4. Outline the planned enrollment process and timeline, policies, preferences, and requirements, including how any enrollment preferences and requirements comply with Mississippi Code § 37-28-23.

a. Provide a copy of the school's enrollment policy, including the policy for enrollment preferences, in Attachment I.

Inspire Charter School Open Enrollment Policy

A copy of the school's enrollment policy, including the policy for enrollment preferences are located in **ATTACHMENT I.**

5. Describe the school's lottery procedures.

a. How do these lottery procedures comply with the statutory requirement in Mississippi Code § 37-28-15 that lotteries be "equitable, randomized, transparent, and impartial"?

Inspire Charter School Lottery Procedures

As indicated and required by the *Mississippi Charter Schools Law Act of 2013*, Inspire Charter School lottery procedures comply with the statutory requirement for equitable, random, transparent and impartial lotteries.

b. Provide the school's lottery policy, including policies around waiting lists, as Attachment J.

Inspire Charter School (ICS) will utilize the following 3 admissions preferences in admitting students: (1) In subsequent years, returning students will automatically be granted admission from the previous year. (2) Any sibling(s) of a student already enrolled at ICS who applies by the application deadline will be admitted, provided space is available and will automatically assigned a seat. A “sibling” is defined as a brother or sister to an ICS student who shares a biological parent or a legal guardian with a current ICS student. (3) Any student whose lottery application shows the student’s residence is located in the attendance zones for Columbus Municipal School District is eligible for enrollment. If there is conflicting information as to a student’s residence, a local jurisdiction official will be contacted to determine if the residence is in the appropriate attendance zone. ICS’s lottery policy, including policies around waiting lists are located in **ATTACHMENT J**.



6. What is the target re-enrollment rate for each year?

Inspire Charter School’s target re-enrollment rate is **95%** of the previous year to ensure the school is fiscally sound and able to operate effectively and efficiently.

7. Describe the student recruitment plan once the school has opened.

a. In what ways will it be different than the pre-opening year, in terms of the strategies, activities, events, persons responsible and milestones?

INSPIRE CHARTER SCHOOL STUDENT RECRUITMENT PLAN

It has been said that you plan to fail when you fail to plan.

Inspire Charter School’s Founders, Board and Planners realize the potential and pitfalls of charter school enrollment. Without a cadre’ of age appropriate students for which to provide an innovative and excellent education, a charter school cannot exist outside of an appropriate student enrollment level to support school operations. Therefore, the **Charter School Leader** will be the persons primarily responsible for implementing strategies and events that translate into parents choosing to enroll their child or children in the charter school. These staff members will have specific and strategic duties related to student recruitment before and after the charter school opens. Rallied around the belief that recruitment should be positive and personal, these specially designated and trained staff members will form a team to maximize the school’s projected enrollment. The milestones for student enrollment for the charter school is meeting and maintaining **95-100%** of the target student enrollment grade by grade, year over year. **Figure 1 shows the relationship and differences between the major pre-opening year and the opening year for the school.**

Figure 1: Inspire Charter School Pre-Opening & Opening Year Recruitment Strategies

Pre-Opening:	Opening:
<ul style="list-style-type: none"> ■ Host Community Information Meetings ■ Hand Out Flyers ■ Develop a Marketing Website ■ Newspaper, Television, Radio PSAs & Social Media ■ Visits to Local Churches & Daycares ■ Word of Mouth Marketing ■ Lunch & Listen Venues for Local Clubs and Organization 	<ul style="list-style-type: none"> ■ Door to Door Recruitment ■ Community Fairs ■ Television Commercials ■ Paid Radio Spots & Ads ■ Formalized Public Relations including Billboards and Brochures ■ Charter School Tours ■ Special Recruitment Events ■ Cookouts at Local Parks ■ Recognizable Spokespeople ■ Interest Surveys

The major differences between pre-opening and opening strategies are the opening year strategies are more strategic and allows for the school and staff to be involved in the recruitment process. Also, the charter schools moves away from narrow marketing to a more personalized and comprehensive strategy for recruiting students.

8. Describe the goal(s) for student attendance and explain how the school will ensure high rates of student attendance.

- | |
|---|
| a. Who will be responsible for collecting and monitoring attendance data? |
| b. What will happen in the event that attendance targets are not reached? |

Inspire Charter School's Student Attendance Rate and Goals

The attendance rate for **Inspire Charter School** is expected to be in the range of 95-100% attendance on a daily basis. We realize this is an ambitious target; however we believe that students cannot learn well or effectively when they are absent from school frequently. A high rate of student absenteeism is noted in many studies as detrimental to increasing achievement. A study cited in the *Huffington Post* said this about chronic absenteeism, ³² "Like bacteria in a hospital, chronic absenteeism can wreak havoc long before it is discovered," the report says. Lacking information about absenteeism, educators and policymakers cannot truly understand achievement gaps or efforts to close them. High absenteeism, the paper contends, is the best single predictor of whether a student will drop out of school—a choice that can severely limit the individual's life earnings and career potential. Missing school also affects performance on standardized tests. A California-based study found that San Mateo and Santa Clara students who arrived in school ready to learn but then missed a significant chunk of the school year scored 60 percent below students with good attendance records on reading tests and 100 points lower on math tests."

Monitoring, Collecting Attendance and Addressing Attendance Issues Plan

Fortunately, the designated Attendance Clerk/Secretary for **Inspire Charter School** will be responsible collecting, reporting and monitoring student attendance data. The attendance clerk will have a well-defined method for collecting, monitoring and reporting student attendance provided from the ³³ *Mississippi Student Information System*, **called MSIS**, which is the portal for public schools and public charter schools to collect and report student attendance data directly to the state of Mississippi who uses attendance data to prescribe per pupil district funding and flag schools for improvement that have levels of student absenteeism. In addition to MSIS role in receiving school attendance data, it also a comprehensive data tracking and management system that collects and reports the following information:

- Support the Mississippi Department of Education (MDE) performance-based accreditation model,
- Support education funding programs,
- Provide timely and accurate reporting of education data (schedules, attendance, grades, transportation, discipline, Vocational, and Special Education) to meet state and federal requirements, and
- Allow for student tracking across the state to determine student mobility trends and to assist in the reduction of the drop-out rate within the state.

Inspire Charter School's Attendance Compliance Statement

The attendance targets for the charter school are based on the ³⁴ *Mississippi Compulsory Attendance Laws* that are designed to ensure that school-age children are not denied a free and appropriate education. The attendance laws for the State of Mississippi state that: *The Office of Compulsory School Attendance Enforcement is responsible for ensuring that all Mississippi students are afforded the opportunity to attend school and to enforce the Mississippi Compulsory School Attendance Law §37-13-91 of the Mississippi Code 1972 Annotated. The law governs compulsory school attendance. It requires a parent, legal guardian*

or custodian who has legal control or charge of a child age six (6) to seventeen (17) to enroll him or her in an education program (i.e. public, private or home school). Student enrollment must occur except under the limited circumstances specified in subsection three (3) of §37-13-91 which includes, but are not limited to, sending the child to a state approved, nonpublic, or educating the child at home in an organized educational program. July 1, 2003, the law was amended to include the following: a child, five (5) years of age, who enrolls in public kindergarten, will have to abide by the same guidelines as outlined in the §37-13-91.

Inspire Charter School's Attendance Target Statement

The attendance targets for **Inspire Charter School** shall comply with state guidelines and the following reporting protocols for addressing individual student attendance violations with regard to the *Mississippi Compulsory Attendance Laws*.

STATE ATTENDANCE COMPLIANCE ACTIONS

1. **Level I** - Students who are absent from school will be reported to MSIS on a daily basis.
2. **Level II** - Students who receive 4 or more unexcused absences per grading period (9 weeks) will be reported by the school official to the state funded attendance officer. The attendance officer will follow up with parents or guardians to develop an attendance improvement plan.
3. **Level III** - Students who receive 8 or more unexcused absences per grading period (9 weeks) will be reported as chronically absent by the school official to the state funded attendance officer who will notify the court system of possible neglect of a child. The court system will set a hearing to hear from the parents or guardians and make a determination and penalty.
4. **Level IV** - Students who receive 20 or more unexcused absences per grading period (9 weeks) will be reported as chronically absent by the school official to the state funded attendance officer who will notify the court system of possible neglect of a child. The court system will set a hearing to hear from the parents or guardians and make a determination and penalty.

SCHOOL ATTENDANCE COMPLIANCE ACTIONS

1. **Level I** - Students who are absent from school will be reported to MSIS on a daily basis. The school's information on demand (IOD) system will automatically phone and text the parents or guardians informing them their child was absent from school today.
2. **Level II** - Students who receive 4 or more unexcused absences per grading period (9 weeks) parents or guardians will be required to meet with the School Leader and guidance counselor to develop an attendance improvement plan for their child.
3. **Level III** - Students who receive 8 or more unexcused absences per grading period (9 weeks) parents and guardians will be required to meet with the School Leader and guidance counselor to develop an attendance improvement plan for their child that includes benchmarks that if not met will trigger an in-school suspension (ISS) for the child as opposed to an out-of-school suspension. Our goal in dealing with attendance violations **is not** to send children home who are already spending too much time there.
4. **Level IV** - Students who receive 20 or more unexcused absences per grading period (9 weeks) will be required will to meet with the School Leader and guidance counselor to develop an attendance improvement plan for their child that includes benchmarks that if not met will trigger an in-school suspension (ISS) for the child as opposed to an out-of-school suspension. In addition, the child will be assigned to after school or Saturday school to make up work and progress through the curriculum that is lost through poor attendance. The parent(s) or guardian(s) will be assigned to Saturday Parent Academy to improve their understanding of the educational toll caused when children are chronically absent from school.

C. Operations

1. Transportation: Describe the transportation plan that details how reliable and safe transportation will be provided for all students.

- a. *If the school will enter into a contract with a third-party transportation provider, attach the proposed or signed contract as Attachment K.*

Inspire Charter School Transportation Plan

BUS TRANSPORTATION PLAN:

Inspire Charter School understands that students attending a public school in Mississippi shall receive free school bus transportation to and from school. ICS Board or Directors will contract with a bus transportation company to provide bus transportation for students to and from school following a state approved bid process. ICS administration will ensure the bus transportation provider has appropriate equipment, safety plan, licensing, student with disabilities provisions and state and federal compliance documentation prior to contracting. *Section 37-41-3 of the Mississippi Code of 1972 Amended* state that pupils who are entitled to transportation receive it.³⁵ The code says that pupils of legal school age, which shall include kindergarten pupils, and in actual attendance in the public schools who live a distance of one (1) mile or more by the nearest traveled road from the school to which they are assigned shall be entitled to transportation within the meaning of this chapter. Nothing contained in this section shall be construed to bar any child from such transportation where he or she lives less than one (1) mile and is on the regular route of travel of a school bus and space is available in such bus for such transportation. No state funds shall be paid for the transportation of children living within one (1) mile of the school, except as otherwise provided in this chapter, and such children shall not be included in transportation reports. The proposed contract for the Transportation Provider is located in **ATTACHMENT K**.

FOOD SERVICE:

2. Food Service: Detail how reliable food services will be provided for all students, including whether food will be prepared on or off site.

- c. *Does the school intend to participate in the National School Lunch program and/or the National School Breakfast program?*
- *If yes, detail the steps that have been taken to secure participation in these programs.*

Yes, Inspire Charter School plans to participate in the *National School Lunch Program* and the *National School Breakfast Program* for the State of Mississippi. These programs are administered out of the *Office of Child Nutrition at the Mississippi Department of Education (MDE)*, Jackson, Mississippi (state capitol).³⁶ *MDE's Office of Child Nutrition* administers the following programs for public schools in Mississippi.

MDE Child Nutrition Programs

- National School Lunch Program
- School Breakfast Program
- Child & Adult Care Programs
- Purchasing & Food Distribution
- Summer Food Service Program
- After School Care Snack Program
- Special Milk Program
- Fresh Fruit & Vegetable Program
- Mississippi Healthy Foods Initiative (Childhood Obesity Prevention Menus & Fitness Strategies)
- State-wide Purchasing Cooperative for School Districts to Purchase Food and Supplies used in the School Lunch and Breakfast Programs

Steps Taken to Secure Participation:

1. An official letter has been drafted to be sent to the Director of **MDE's Office of Child Nutrition** to inform that an application for Inspire Charter School, a proposed charter school in Columbus, Mississippi, is being developed to be submitted to the *Mississippi Charter Schools Authorizers Board*, March 14, 2014. The letter requests information to be sent to the *Columbus Coalition for Educational Options*, the charter school planning group, care of the President, regarding the application process to participate in the *National School Lunch* and *National School Breakfast Program*.
2. Upon receiving the application and related information requested, the application completion process and follow up, the protocol completion task will be assigned to a member of the planning advisory team that has experience in completing state and federal food service applications.
3. Technical assistance will be sought and received from the Director of the Office of Child Nutrition or designated staff.

d. Indicate whether the school will participate in the local school district's food service programs.

Inspire Charter School will not participate in the local school district's food service programs. A contract for food services will be developed to provide contract food service based on the rules, regulations and guidelines set forth by **MDE Office of Child Nutrition** and food purchasing laws. The contractual services proposed agreement for food services is included in the **APPENDIX** section.

3. Provide a list of the types of insurance coverage the school will secure, including a description of the levels of coverage. Types of insurance could include, but not be limited to, Worker's Compensation, liability, or property insurance.

CHARTER SCHOOL INSURANCE COVERAGE:

Inspire Charter School's insurance plan for civil liability and insurance includes the following plans, bonds, and amounts. The charters will obtain and maintain at a minimum the following coverage in the proposed amounts:

Inspire Charter School Insurance Coverage & Bonds:

- ✓ Errors and omissions: one million dollars (\$1,000,000) per claim;
- ✓ General liability: one million dollars (\$1,000,000) per occurrence;
- ✓ Boiler and machinery: the replacement cost of the building;
- ✓ Real and personal property: the appraised value of the building and contents;
- ✓ Fidelity bonds: no less than two hundred fifty thousand dollars (\$250,000) to cover employee dishonesty;
- ✓ Automobile liability: one million dollars (\$1,000,000) per occurrence; and
- ✓ Workers' compensation: as specified by Chapter 97 of the General Statutes.

Proposed Area of Coverage	Proposed Amount of Coverage	Cost (Quote)
---------------------------	-----------------------------	--------------

Officers and *Directors Insurance /Errors & Omissions	\$1,000,000		\$4,081
Property Insurance	\$250,000		\$600
Bonding Minimum/Maximum Amount	\$250,000	\$250,000	\$4332
Other	Varies		\$5,830
			\$11,024
Total Cost of Insurance Coverage			

*Charter School Leader/CEO

OTHER PARTNERSHIPS THAT ARE CENTRAL TO THE SCHOOL'S OPERATIONS

4. Describe any partnerships or contractual relationships with external stakeholders central to the school's operations or mission.

Inspire Charter School is a stand-alone charter school (not CMO affiliated) that if approved would locate in Columbus, Mississippi. As needed, the Board of Trustees may contract with consultants experience in educational achievement improvement, professional development, student progress monitoring and parental involvement. However, the charter school will not contract for management or operational responsibilities at this time. In the future, the Board of Trustees may enlist the assistance of a charter management organization as it grows to full capacity. A recent study showed that Charter Management Organizations (CMOs) often provide consistent and strategic support in area that are crucial to a charter schools operations and achievement success. Start-up charter schools and charter in highly competitive education environments often find themselves in over their heads financially if scales of economy and contractual services aren't used to offset hard costs to run a school organization. A well-known study, The *National Study of CMO Effectiveness*, found that CMOs are, overall, most prescriptive around supports for struggling students and teacher evaluation and compensation.

D. Facility

1. Define the process for identifying and securing a facility that is appropriate for the instructional needs of the school, including any brokers or real estate consultants being employed to assist in finding a facility.

The Founders, Board and Planners for **Inspire Charter School** want nothing but the best for the students to be served in their facilities. The Inspire team was very fortunate to have a member who is a well-respected local minister whose church, Genesis Church, purchased a closed school building from Columbus Municipal School District Board of Trustees in 2010 following a consolidation in which to operate a community center. The building is still in very good condition and is in the generation of three schools that are still in service for the local school district. With a minor renovation makeover and technology infrastructure upgrades, the school will be ready to be put into use as an operating school. Funding is being sought through grants and donations to begin renovations as early as April 2014. The church's Pastor and governing board has agreed to lease space to the **Board of Trustees for Inspire Charter School** contingent upon approval of the charter plan by the Mississippi charter Schools Authorizers Board.

THE FACILITY INFRASTRUCTURE:

2. Describe how the identified facility will meet the basic requirements to accommodate the school plan, including number of classrooms, square footage per classroom, classroom types, common areas, overall square footage and amenities. The primary site location infrastructure and support areas are as follows:

- Constructed 1957
- 41,500 Square Feet
- 25 Classrooms
- Cafetorium (Cafeteria/Auditorium Combination)
- Library/Media Center

- Locker Room on Site with Showers
- Located on 5.6 Acres (Future Plans: Adding an Organic Community Garden, Greenhouse, Solar Panels & Energy Efficient Lighting & Window Treatments, Outdoor Classroom, Walking Track, Green Space, Tennis Courts and Outdoor Amphitheater)

FACILITIES PLAN LOCATED IN ATTACHMENT L AND ATTACHMENT M.

3. Describe backup or contingency plans for facilities if a facility has not yet been secured. N/A.
4. As Attachment L, provide a completed School Facility Questionnaire. (Provided as ATTACHMENT L)
5. As Attachment M, provide the facility floor plan. (Provided as ATTACHMENT M)

E. Start-up Plan

1. Provide a detailed school start-up plan, identifying tasks, timelines, and board member and/or staff who are responsible for each task as Attachment.

Inspire charter Schools start-up plan follows the guidance presented by a national resource center for charter schools, ³⁸*Charter School Tools*, and contains the following key components that identifies the major tasks, timelines and persons responsible for completing and communicating the task, progress and completion of the task is located in the following table. The start-up plan is located in **ATTACHMENT N**. (References in Appendix section).

IV: EDUCATION PROGRAM

(30 page limit)

This section will describe the educational program designed to meet the needs of all students through well-developed curriculum, an assessment system, programs for special populations, and clear systems for instructional planning.

A. Standards and Curriculum

1. Explain how the school team will base its instructional program on Mississippi's state standards including the Common Core State Standards, as is required by Mississippi Code §37-28-15.

a. If the school team plans to adopt or develop additional academic standards beyond the state standards, explain what kinds of standards (content areas, grade levels) the school team intends to adopt or develop.

b. Provide evidence of how these additional proposed standards meet or exceed state standards.

Mississippi Curriculum Standards/Common Core State Standards



Inspire Charter School's instructional and leadership team will use the *Mississippi Curriculum Standards* that include *Common Core State Standards* (CCSS) as required by Mississippi Code §37-28-15 for its academic standards and curriculum implementation. The charter school will serve elementary students in Kindergarten through Grade 6 and secondary students in Freshman Academy (9th graders) through Grade 12/Graduation over a 5-year period. The school will open with grades K-3 and Grade 9 and phase in the remaining grades as students are promoted to the next grade. Therefore, elementary and secondary curriculum and academic achievement standards will be utilized in the school to form the school's instructional delivery and outcomes.

The **Mississippi Department of Education** (MDE) is the state's education agency responsible for administering the oversight and training for state adopted curriculum standards in the state. The agency has done a remarkable job over the past several years of training teachers, administrators and curriculum coordinators on the process of embedding CCSS in public school's instructional programs. Standards are available per content area and grade level for the pre-K through 12th grade continuum that includes college and career readiness standards known as PARCC (*Partnership for the Assessment of Readiness for College and Careers*). ³⁹PARCC states (including Mississippi) have committed to building a K-12 assessment system that:

- Builds a pathway to college and career readiness for all students,
- Creates high-quality assessments that measure the full range of the Common Core State Standards,
- Supports educators in the classroom,
- Makes better use of technology in assessments, and
- Advances accountability at all levels.

OVERVIEW OF MDE's CCSS/PARCC LANGUAGE ARTS STANDARDS

The Mississippi Department of Education ⁴⁰ *CCSS Language Arts State Standards* are a comprehensive framework used in the state's school district extensively; because the ⁴¹ *Mississippi Assessment System* is based on core subject-area state standards are require all public education students in grades 3-12 participate in the state assessment that includes the high school exit exam given for the first time in Grade 10. *Mississippi Curriculum Test* (MCT) administered to 3rd through 8th grade, and *Subject-Area Testing Program* (SATP) administered in 10th grade for the first time. High school students have to pass all subject-area state tests before they can graduate from high school.

2. Describe the proposed curriculum. In particular, describe:

a. The curricular model and focus (e.g., curriculum overview and teaching methods)

b. The learning environment (e.g., classroom-based or independent study, class size structure, etc.)

c. Class size and structure

STEM (Science, Technology, Engineering, & Math) Curricular Focus Description

WHY WE CHOSE STEM?

It's a well-known fact that America is losing its competitive edge in the fields of science, engineering and math. ⁴² *In the United States, student achievement in mathematics and science is lagging behind students in much of Asia and Europe. International test scores tell us that in science U.S. eighth-graders were outperformed by eighth-grade students in Singapore, Chinese Taipei, Republic of Korea, Hong Kong SAR, Estonia, Japan, Hungary, and Netherlands. In math, U.S. eighth-graders were outperformed by their peers in 14 countries: Singapore, Republic of Korea, Hong Kong SAR, Chinese Taipei, Japan, Belgium, Netherlands, Estonia, Hungary, Malaysia, Latvia, Russian Federation, Slovak Republic, and Australia. The 2010 ACT College and Career Readiness report found only 29% of the tested 2010 graduates are considered college-ready in science and 43% are considered college-ready in math.*

WE BELIEVE POOR CHILDREN CAN LEARN AT HIGH LEVELS.

Leading the pack in poor student achievement in nearly every academic area is Mississippi—the poorest state in nation. Children in Mississippi have gotten even poorer over the last 4 years and the educational impact of poverty on learning is well documented in the literature. The Founders, Planners and Board for **Inspire Charter School** believe that despite the fact that Columbus, Mississippi, serves a large percent of poor children; they can and will learn given a committed staff with “high expectations” and drive to teach **ALL** children at the highest level. As indicated in Figure 3 below, Mississippi's ⁴³ **Kids Count** data for poor children in Mississippi is wide spread so using it as an **EXCUSE** not to teach our children will not be accepted. The poverty data shows that in 2012, **23.8%** of Mississippi's children live in poverty up from **20.8%** in 2008.

How STEM Promotes Rigor, Relevance, & Research-Base Effectiveness for Students

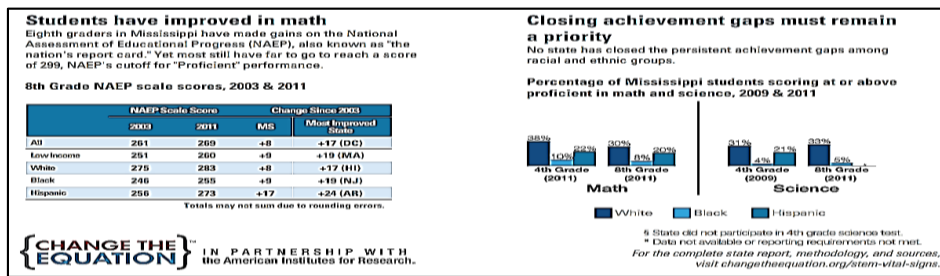
3. Present evidence that the proposed curriculum is research-based and has delivered or will deliver rigorous, engaging and effective instruction for the target student population.

a. If evidence of effectiveness in other schools serving similar populations is not available, explain why the proposed program is likely to succeed with the school's targeted population.

FACTS ABOUT SCIENCE ACHIEVEMENT IN MISSISSIPPI

After reviewing the science and math achievement results for the local public education system, and ⁴⁴ **Mississippi Vital Signs: Improving Teaching in Science, Technology, Engineering and Mathematics** the curriculum planning team for the charter school were convinced that STEM education is the most promising instructional/curriculum method for raising student achievement in public schools; especially for minority students who lag significantly behind non-minority students as the results for state-wide achievement shows.

Table 18: Mississippi Students Math and Science Achievement Comparisons



4. Explain how the curriculum is aligned to the standards.

STEM ALIGNMENT WITH STATE STANDARDS

The Mississippi Department of Education's Office of Career and Technical education in collaboration with **Mississippi State University's Research and Curriculum Unit** has thoroughly aligned STEM curriculum objectives with the Mississippi Curriculum Standards for science, technology, engineering and math to create a seamless framework in which teachers can use to deliver a high quality instructional program.

⁴⁵ The Research and Curriculum Unit (RCU), located in Starkville, MS, as part of Mississippi State University, was established to foster educational enhancements and innovations.

STEM Alignment with Standards, Academic Infusion and Teacher Preparation

⁴⁵ STEM alignment with state standards includes the following tenets that connect the *Mississippi Curriculum (CCSS) Standards* to portable instructional strategies for instructional delivery.

- **STEM/Mississippi Alignment with Perkins IV Requirements:**
 - The STEM Applications curriculum meets Perkins IV requirements of high-skill, high-wage, and/or high demand occupations by introducing students to and preparing students for critical-need occupations. It also offers students a program of study including secondary, postsecondary, and *IHL courses that will prepare them for occupations in these fields. Additionally, the STEM Applications curriculum is integrated with academic common core standards. Lastly, the STEM Applications curriculum focuses on ongoing and meaningful professional development for teachers as well as relationships with industry.
- **STEM/Mississippi Curriculum Content Alignment and Academic Infusion:**
 - The standards to be included in the STEM Applications curriculum are the Common Core Standards for English Language Arts and Mathematics, 21st Century Skills, and the National Educational Technology Standards (NETS) for Students. Combining these standards to create this document will result in highly skilled, well-rounded students who are prepared to enter a secondary academic or career and technical program of study. They will also be prepared to academically compete nationally as the Common Core Standards are designed to prep students for success in college and careers.
 - The STEM Applications curriculum is tied dually to the Common Core English Language Arts and Mathematics standards. The curriculum provides multiple opportunities to enhance these academic skills. Since students will be required to communicate effectively in the classroom as well as in the workforce, there is a considerable amount of writing in this curriculum. The finance portion of this curriculum provides several opportunities for focus in mathematics as it requires several calculations and critical thinking. Additionally, the CAD unit gives students experience with drawing, scale, and measurement.
- **STEM/Mississippi Teacher Preparation and Licensure:**
 - The 983 licensure endorsement is needed to teach the STEM Applications course. The requirements for the 983 licensure endorsement are listed below:
 1. Applicant must have earned a 4-year education degree (bachelor's degree) or higher from an accredited institution of higher education.
 2. Applicant must hold a current and valid Mississippi 5-year teaching license.
 3. Applicant must successfully complete an MDE-approved computer literacy certification exam.
 4. Applicant must successfully complete certification for an online learning workshop, a module, or a course that is approved by the MDE.
 5. Applicant must successfully complete a STEM Applications certification workshop, module, or course that is approved by the MDE.

5. Describe any plans to offer virtual courses to students enrolled in the charter school.

INSPIRE CHARTER SCHOOL BLENDED LEARNING ACHIEVEMENT PLAN

Inspire Charter School's Founders, planners and Board agree that children live a technological society whereby technology is woven into their daily living. Unlike many adults, children are “**digital natives**” meaning technology was made available to them in some form at the moment their maturity, skill and comfort level allowed them to begin using it; which it seems is becoming younger and younger. Blended learning in school represents the “new frontier” that teachers and students must explore and conquer. It is our goal to implement ubiquitous computing (1:1 computing) with each child having a technology device in their hands every period, every class, every day.

MAKING VIRTUAL LEARNING EXPERIENCES AUTHENTIC FOR STUDENTS



Teachers at **Inspire Charter School** will serve two purposes on a daily basis— (1) content specialists and (2) instructional coaches/facilitators. A great athletic coach studies the strengths and weaknesses of his or her team so too must teachers in order for each student to reach his or her personal best. We believe classroom teachers can learn a lot from coaches; especially winners. Teachers and support staff at our charter school will use virtual learning as a mechanism to address individual student needs for intervention and acceleration (simultaneously) and for student progress monitoring. Technology and e-learning will allow for seamless technology integration driven by quality professional development and best practices in curriculum integration.

TECHNOLOGY INTEGRATION PATHWAYS TO ACHIEVEMENT PROGRESS

Inspire Charter School Blended Learning Best Practices Model

The instructional leadership planning team reviewed numerous blended learning models before settling on a model that offered a diversified curriculum that is aligned with Mississippi Curriculum and National standards geared toward meeting students “where they are and taking them where they need to be.” We have selected a personalized learning plan for every student based on on-going student progress monitoring, predictive achievement trends while exponentially guiding students through data monitoring and e-learning to higher achievement and proficiency levels seamlessly. Using a combination of on-site teachers, virtual learning with Skype © Teachers available to students around the clock and integrated curriculum and assessment, **Inspire Charter School** is about to turn traditional schooling on its head for our students who just aren't progressing using traditional methods alone as shown in the diagram.

Inspire Charter School students will have 1:1 technology availability on a daily basis to facilitate blended learning and virtual coursework for achievement success.

6. For high schools only, please provide a comprehensive explanation of how the courses and curriculum will prepare students for career- ready and/or college-level course work.

COLLEGE AND CAREER READINESS/COLLEGE-LEVEL COMMITMENT

The **Mississippi Department of Education** is committed to college and career-readiness for high school students in the state. ⁴⁶State Superintendent of Education, Dr. Karen Wright, serves on the governing board for PARCC (*Partnership and Assessment for Readiness for College and Careers*). James Mason, Director of the Office of Student Assessment at the Mississippi Department of Education, is the K-12 Lead for PARCC in Mississippi. Casey Turnage, Director of P-20 Initiatives at Mississippi Institutions of Higher Learning, serves on the PARCC Advisory Committee for College Readiness. Susan Lee, Director of Academic Affairs at the Mississippi Institutions of Higher Learning, and Joan Davis Haynes, Associate Executive Director for Academic and Student Affairs at the Mississippi Community College Board, coordinate PARCC-related postsecondary engagement activities in the state. Mississippi has been active in the American Diploma Project Network since 2005, aligning its standards and graduation requirements to the expectations of postsecondary education and employers. The Mississippi Board of Education adopted the Common Core State Standards in mathematics and English language arts/literacy in June 2010.

Currently **50%** of high school students in the city of Columbus score **BELOW** proficient on state assessments.

7. What elective courses will be offered?

INSPIRE FRESHMAN & HIGH SCHOOL STEM & ARTS ACADEMY ELECTIVES PLAN

Inspire Charter School students will be offered the following electives that are a part of the state's implementation of *Common Core State Standards*. See the following table for a partial list of **ELECTIVE** offerings planned for the charter school. The charter school will base its **ELECTIVES** selections based on recommendations from the *Mississippi Department of Education Office of Curriculum and Instructions* and *Common Core State Standards*.



**TABLE 18: STEM & ARTS ELECTIVES INFUSED WITH CCSS
ENGLISH SAMPLE SHOWN**

- *Creative Writing*
- *Debate*
- *Foundations of Journalism*
- *Broadcast Journalism*
- *Print Journalism*
- *Mississippi Writers*
- *Oral Communication*
- *SREB Bridge Course*
- *Survey of African American Writing*
- *Survey of Twentieth Century Writing*
- *Technical and Workplace Writing*
- *World Literature*

Inspire Charter School Scope and Sequence by Grade Alignment with Mississippi Curriculum/CCSS Standards & Resources

8. Provide an overview of the course scope and sequence by subject for all major existing grades that the school would serve (e.g., K, 3, 5, 8, 12 as applicable).

a. How is this course scope and sequence aligned with Mississippi's state standards, including the Common Core State Standards?

b. What resources have been used in developing the scope and sequence?

The Mississippi Department of Education (MDE), Office of Curriculum and Instruction provides the Scope and Sequence, also called Pacing Guides, for Mississippi public schools with regard to the implementation of *Common Core State Standards* (CCSS). Local school districts are given the autonomy to tailor the state's pacing guides to the needs of students in the school district according to duration cycles; however the curriculum standards must be covered prior to the administration of state tests annually. For every subject area, MDE provides a scope and sequence that enables school administrators and classroom teachers to work from and monitor and adjust instruction as needed based on student proficiencies in mastering the standards measured against their student progress monitoring and state assessment results. If the scope and sequence does align, achievement results will reflect that students have not mastered the curriculum and assessment expectations.

A Scope and Sequence is available for every grade and core subject-area.

The scope and sequence **RESOURCES** portals are: 1) ⁴⁷ Mississippi Department of Education, 2) ⁴⁸ *PARCC Common Core State Standards*, and 3) ⁴⁹ *Project Learning.org*; which is a website that has complete correlations that embed CCSS into teacher-friendly scope and sequence guide. A sample **Math Scope and Sequence Grouped by Domain** for Kindergarten students learning to count object are listed below from the PARCC Frameworks:

- *Understand the relationship between numbers and quantities; connect counting to cardinality. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.*
- *Understand the relationship between numbers and quantities; connect counting to cardinality. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.*
- *Understand the relationship between numbers and quantities; connect counting to cardinality. Understand that each successive number name refers to a quantity that is one larger.*

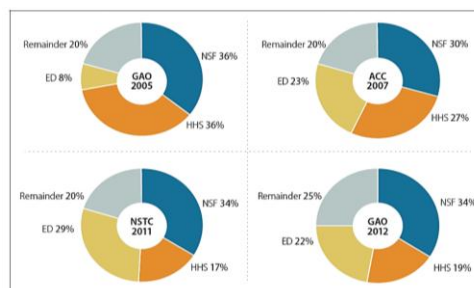
HOW INSPIRE CHARTER SCHOOL WILL DELIVER THE CURRICULUM

9. For each core subject area, unique focus area, and performance level (grade level, age grouping, etc.) for the first five years of operation, discuss the resources and instructional materials to be used to aid in the transference of information (trade books, multimedia aids, science kits, etc.) and that are aligned with the mission and philosophy of the school and the proposed learning standards.

a. Discuss how the resources and instructional materials will lead to the accomplishment of the school's goals.

Inspire Charter School will be a school based on research, “promising practices” for high poverty, at-risk and advanced learners to advance student achievement. To this end, the Planners for the charter school have thoroughly reviewed instructional models and design that have proven effectiveness and are based on the needs of our nation to remain competitive. **STEM + ARTS (STEAM)** is the unique focus area for the grades proposed for the school’s five year operational programming. A specific set of resources, support materials, technology and instructional materials have been selected that aligns with the mission and philosophy of the school and CCSS. We are pleased to offer an array of educational services for students that demonstrates our belief “that **ALL** students can learn at high levels and are capable of advanced achievement.”

THE FEDERAL INVESTMENT IN STEM



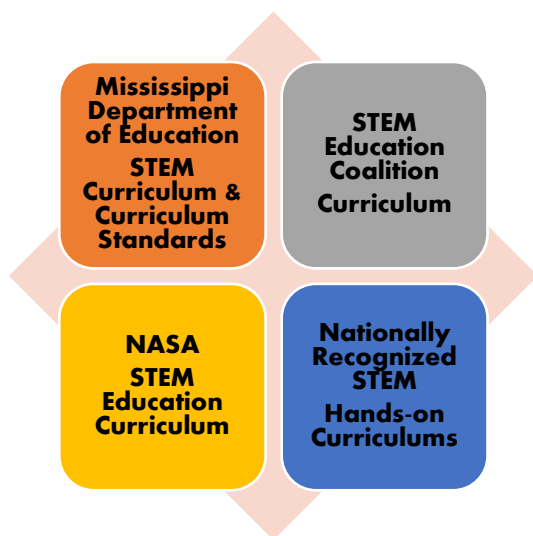
⁵⁰ The primary domestic source of **STEM** labor in the United States is the education system. Federal legislators have paid close attention the STEM-related outputs of that system—such as the number of college graduates with degree in STEM fields or the performance of U.S. students on international mathematics tests—and have sought to increase its functioning and capacity through federal policy and investments. For example, over 225 bills containing the term “science education” were introduced in the 20 years between the 102nd (1991-1992) and 112th (2011-2012) congresses. Agency reauthorization bills

often contain STEM education-related provisions and at least 13 federal agencies conduct STEM education programs or activities. The federal investment in STEM education programs is estimated at between \$2.8 billion and \$3.4 billion annually.

DELIVERING ON THE PROMISE: THE IMPORTANCE OF STEM

STEM is the acronym for **S**cience, **T**echnology, **E**ngineering and **M**ath. Although, we believe that it is extremely important to have a framework available in which to understand the concept of STEM-based education principles; we believe it's even more important for teachers to have delivery methods and materials to make science and math educational improvements and better student achievement possible. STEM infused with *Common Core State Standards* will be driving force for teaching and learning at every grade level. ⁵⁰ More recent concerns about scientific and technological literacy in the United States focus on the relationship between STEM education and national prosperity and power. Since World War II, the United States has benefitted from economic and military advances made possible, in part, by a highly skilled STEM workforce. However, today the economic and social benefits of scientific thinking and STEM education are widely believed to have broad application for workers in both STEM and non-STEM occupations. As such, many contemporary policymakers consider widespread STEM literacy, as well as specific STEM expertise, to be critical human capital competencies for a 21st century economy. ⁵⁰

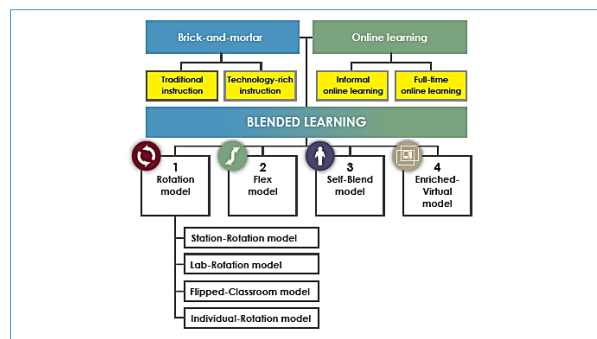
COMPREHENSIVE STEM CURRICULUM: MAKING IT HAPPEN



Realizing that “one size won’t fit all,” **Inspire Charter School’s STEM Curriculum** will be a compilation of some of the most successful ⁵¹ STEM education curriculum standards, instructional and blended learning strategies that include traditional and authentic assessments in the nation. As indicated in the following graphic, each approach will be used throughout our charter school’s educational continuum to ensure that STEM instruction comprehensive and deeply stimulating Educationally, Emotionally (meaning gets engaged in learning STEM) and Academically (meaning STEM-focused instruction translates to better science, inquiry and problem solving understandings and test scores).

INSPIRE CHARTER SCHOOL BLENDED LEARNING STRATEGIES

Inspire that learning traditional Information is today’s finite time and According to learning can select the the students



Charter School’s Planners believe should **NOT** be limited to the school day or school year. a constant companion in lives of students and to restrict learning to a place does children a disservice. the **InnoSight Institute**, blended take many forms and schools should methods that is most effective for they serve. The ⁵² *InnoSight*

Institute’s researchers have studied an impressive cadre’ of high performing Charter Schools in the nation including **KIPP LA Empower Academy**, **Carpe Diem** and **Rocketship Education** to name a few of the “best

practices” in blended learning models reviewed. The following diagram shows one such blended learning model showing tremendous promise in K-12 Education receiving high marks and is used by Kipp LA Empower Academy. Teachers and students will be able to access digital content and curriculum at any time from any place that has internet access. In addition, the school’s campus will be energized with e-Learning, e-Books, and learning facilitators who understand the world is “big and wide” and flat. The school’s educators will be trained and coached to deliver **STEM** and **ARTS** curriculum standards through the blended learning strategies that focus on teachers as facilitators. Direct instruction, whole group instruction and small group instruction will also be used based to deliver the school’s curriculum allowing children at all achievement levels the opportunity to progress in their learning understanding that children have different “learning styles” and “ways of knowing.” A combination of the *Innosite’ Blended Learning Models* will be used to address the needs of students using high quality teachers and blended learning provider(s) whose products show results and can be effectively replicated at the school site

(Graphic source: InnoSight Institute).

INSPIRE CHARTER SCHOOL ARTS INTEGRATION CURRICULUM

**The purpose of art is washing the dust of daily life
off our souls.**

Pablo Picasso

COLUMBUS, MISSISSIPPI: A CITY OF ARTS

Inspire Charter School’s Founders value the “Arts” and want them included in children’s school experiences. One of the most cherished liberal arts university’s in the state and the first university for women in the nation, **Mississippi University for Women (MUW)** is located in Columbus, Mississippi. It is home to **MUW’s Arts and Design School** which is renowned for its Arts programs and degrees. The school’s Art Department is described as ⁵³an intimate, dynamic department with a family atmosphere. Our students are trained in small classes by professional artists who are passionate about sharing their studio expertise. MUW also offers classes in art education, drawing and painting, graphic design, printmaking, photography and ceramics and professional degrees ⁵⁴*Bachelor of Arts in Art* and *Bachelor of Fine Arts in Studio Art* or *Art Education*. ⁵⁵Columbus Arts Council and the ⁵⁶Rosenwig Arts Center enables Columbus residents to enjoy a rich environment of cultural, performing, and creative arts. ⁵⁷Columbus Visitors Bureau is also the birth home of one America’s most famous playwrights, **Tennessee William**, of a *Streetcar Named Desire* and *Cat on a Hot Tin Roof*.

10. Describe how the school’s curriculum will ensure cultural relevancy.

a. Provide an overview of how the particular framework and/or the curriculum materials will address the needs of culturally and linguistically diverse students.

Inspire Charter School Curriculum Framework Plan to Ensure Cultural & Linguistic Relevance

No child should feel alone, isolated or misunderstood at school. Yet, many do in traditional schools that appreciate the diversity among and within learners that require teachers and staff to do more than teach “to the middle.” The School Leader, teachers and support staff for **Inspire Charter School** will be trained in **Cultural Competency and Linguistic Relevance** using the ⁵⁸*Georgia Model for Cultural Responsiveness* developed by the Georgia Department of Education and is recognized as one of the **BEST** cultural competency models in the country. These strategies will be embedded in the culture for the charter school called **THE INSIRE WAY**. After reviewing numerous models for teaching respect, tolerance, and understanding for students’ culture, language differences and backgrounds, the planners for **Inspire Charter School** selected the following model as shown in the following table.

Table 8: CULTURAL RELEVANT TEACHING STRATEGIES FRAMEWORK

Pre-Conditions for Culturally Relevant Teaching	Culturally Relevant Teacher Characteristics	Culturally Relevant Teaching Strategies
▪ <i>Recognition & Validation of a Student's Culture</i>	▪ <i>Teacher Incorporates Students Cultural Strengths Into the Learning Process</i>	▪ <i>Cultural/Based Instruction</i>
▪ <i>Belief that all Students will Succeed</i>	▪ <i>Teacher Demonstrates High Expectation for All Students</i>	▪ <i>Explicit Instructions in Linguistic & Behavior Codes</i>
▪ <i>Appreciation for the Cultures Represented in Each School</i>	▪ <i>Teacher Values and Makes Use of the Language and Culture Students Brings</i>	▪ <i>Culturally Congruent Interactions</i>
▪ <i>Recognition that Teaching Begins with the Establishment of Relationships Between Teachers & Students</i>	▪ <i>Teacher Use Explicit vs Veiled Authority</i>	▪ <i>Utilize Instructional Scaffolding</i>
▪ <i>Variety of Teaching Methods, Genuine Emotional & Personal Presence</i>	▪ <i>Teacher Demonstrates Personal Connectedness with All Students</i>	▪ <i>Cooperative Learning</i>
▪ <i>Seeing Teaching as "Pulling Knowledge Out vs Putting Knowledge In"</i>	▪ <i>Teacher Encourages a Community of Learners</i>	▪ <i>Capitalize on Students Cultural Styles & Strengths</i>
▪ <i>Board Conception of Literacy that Includes Both Literature & Oratory</i>	▪ <i>The Teacher/Student Relationship is Fluid & Humanely Equitable</i>	▪ <i>Legitimize Students' Real Life Experiences</i>
▪ <i>In-depth Knowledge of Students & Subject Content</i>	▪ <i>The Teacher Acts as a Cultural Mediator to Bridge Students' Culture with the School & Classroom Cultures</i>	▪ <i>Link Students' Histories & Worlds to the Subject Matter</i>
▪ <i>Belief that the Knowledge is Re-Created & Re-Cycled, Not Static</i>	▪ <i>Teacher exhibit a Genuine Caring Attitude Toward All Students</i>	▪ <i>Provide Students with Opportunities & Pro-social Interactions</i>
	▪ <i>Teacher Established a Teacher Friendly Environment</i>	▪ <i>Good Classroom Organization & Management</i>
▪ <i>High Esteem for Self & High Regard for Others</i>	▪ <i>Teacher Recognizes & Gives Voice to Differing Perspectives & World Views</i>	▪ <i>Provide Opportunities for Effective Stimulation & Opportunities for Movement for Males</i>
▪ <i>Belief that Education at Its Best Honors & Develops Skills & Knowledge Students Already Possess</i>	▪ <i>Teacher Forms Emotional Affiliations with All Students</i>	▪ <i>Content-Relevant to Students Cultures & Life Experiences</i>
		▪ <i>Investigative Learning Methods</i>

11. If the curriculum is not fully developed, provide a timeline outlining the process and benchmarks for curriculum development during the school's pre-opening year.

a. Who will be responsible for completing the alignment of curriculum with standards?

b. Are funds allocated in the budget to account for this process?

The **STEM and Arts Curriculum for Inspire Charter School** is fully developed and aligns with **Mississippi Curriculum Standards/Common Core State Standards and Framework**. The instructional program will be ready to implement on the first day of the charter school year. The School Leader, teachers, and support staff will receive intensive professional development in effectively implementing state standards for two full weeks prior to the school's opening and receive on-going training using Professional Learning Communities and classroom-level instructional coaching and mentoring from a wide array of curriculum and achievement improvement specialists.

B. Pedagogy

1. Describe the expected instructional methodology and strategies that teachers will employ in order to effectively deliver the school's curriculum.

a. What strategies will teachers use to differentiate instruction to meet the needs of the targeted student population, students with disabilities, students requiring intervention and students needing accelerated curriculum?

Inspire Charter School's teachers will use differentiated learning, intervention and acceleration and peer-to-peer strategies to address the wide array of learning styles and modalities present in schools. To be an effective teacher, one must be able to diagnose, prescribe and even prevent learning difficulties that could derail a student's educational progress. However, that is much easier than done without appropriate methodology and strategies to deliver the school's curriculum.⁵⁹ Pedagogy is the art (and science) of teaching. Effective teachers use an array of teaching strategies because there is no single, universal approach that suits all situations. Different strategies used in different combinations with different groupings of students will improve learning outcomes. Some strategies are better suited to teaching certain skills and fields of knowledge than are others. The charter school will deploy research-based strategies for high risk learners using strategies prescribed by Robert Marzano work known as⁶⁰ *Classroom Instruction That Works: Research-Based Strategies for Raising Student Achievement* and⁶¹ *The Highly Engaged Classroom* both are being used in classrooms all across the nation with tremendous success. The research-based strategies Marzano found to be most effective that were strategies around:

Figure 2: Marzano's Classroom Instruction That Works Strategies Summary

✓	<i>Similarities & Differences</i>
✓	<i>Summarizing & Note Taking</i>
✓	<i>Reinforcing Effort & Providing Recognition</i>
✓	<i>Homework and Practice</i>
✓	<i>Nonlinguistic Representations (Graphic Organizers/Models)</i>
✓	<i>Cooperative Learning</i>
✓	<i>Setting Objectives and Providing Feedback</i>
✓	<i>Cues, Questions, and Advance Organizers</i>
✓	<i>Teaching Specific Types of Knowledge</i>
✓	<i>Using the Nine Categories in Instructional Planning</i>

⁶¹*The Highly Engaged Classroom* (Marzano) depicts teaching and learning as interaction based on purpose and motivation with the student at the center. ⁶¹Students ask themselves four questions that determine how engaged they are in the classroom:

1. How do I feel?
2. Am I interested?
3. Is this important?
4. Can I do this?

2. What planning tools will teachers use to prepare lessons?

THERE IS NO SUBSTITUTE FOR SOLID PLANNING

The School Leaders and Teachers for Inspire Charter School are very fortunate that Mississippi Department of Education has recently introduced a state-wide teacher appraisal system that includes a research-based tool that was created specifically to aid teachers in quality **PLANNING**. The⁶² *Mississippi Statewide Teacher Appraisal Rubric* (MSTAR) will be used by administration and teachers

to ensure that appropriate and intentional planning occurs on a daily basis to improve the quality of teaching and learning. See the following table for a snapshot of the MSTAR Evaluation's planning framework.

3. How will students' formative assessment data be used to influence teachers 'instruction'?



<http://home.mde.k12.ms.us/docs/procurement-library/m-star-system-guide.pdf?sfvrsn=0>

INSPIRE CHARTER SCHOOL FORMATIVE ASSESSMENT DATA

The Founders and planners for **Inspire Charter School** is committed to excellence in learning and achievement. There is an adage that says "what gets assessed, gets done." Therefore, assessment is an integral part of the school reform and improvement for public education for educators and *everybody in the company (organization) to work to accomplish the transformation*. The transformation is everybody's job."

TEACHER FORMATIVE ASSESSMENT STRATEGIES

Teacher knowledge will not be underestimated or ignored at **Inspire Charter School (ICS)**. There is nothing "more powerful" than a caring, competent teacher. One capable of knowing the learning and socio-emotional needs of each student in his or her classroom. A great **CHARTER SCHOOL** values its teachers, supports their professional growth and aids them through proven strategies to give students their best every day. The following chart shows samples of ⁶³ research-based list of formative assessments that classroom teachers will use and receive on-going professional development and coaching to do well to meet the "formative assessment needs" of students.

Chart 1: ICS Teacher Knowledge Formative Classroom Assessments

TYPE	EXPLANATION	EXAMPLES/ SUGGESTIONS	ADDITIONAL INFORMATION
<i>Graphic Organizers</i>	The teacher presents a variety of graphic organizers and allows students to choose from a sample to demonstrate their knowledge on a given standard. As they work, the teacher can circulate around the room and discuss choices with the students. This information, along with the final product can drive further learning.	Students use a Venn Diagram to compare and contrast the books Polar Express and Silver Packages.	http://www.eduplace.com/graphicorganizer/pdf/venn.pdf
<i>Learning/Response Logs</i>	Students maintain a log where they record their learning, or respond to a lesson regarding their understanding.	The teacher collects all or some of the logs after students have completed a task. Students will comment on their level of comfort with the information, as well as what was learned and what questions they may still have.	http://www.busyteacherscafe.com/literacy/readers_response.html

STUDENT PROGRESS MONITORING

A combination of benchmark assessments, norm-referenced assessments, criterion-referenced assessments and state and national assessments will be administered at regular intervals to monitor, evaluate and improve learning outcomes for students. This goal will be accomplished through frequent progress monitoring using a cadre of research-based tools at norm-referenced formative assessments. Student progress monitoring for **Inspire Charter School** will include data-driven technology-based tools that can assess and report results immediately and prescribe interventions and accelerations teachers can use to monitor and adjust their instruction. Educators and curriculum management leaders for the charter school will train teachers to diagnose the data from the ⁶⁴ *Measures of Academic Progress* (MAP) assessment and use the data to improve instruction and promote student growth in achievement toward state standards (CCSS).

Tool 1: Measures of Academic Progress (MAP)

⁶⁴ Grade-independent Common Core MAP interim assessments deliver valid, reliable, and real-time growth and proficiency data. Our cross-grade item pool lets you assess grade 3 – 12 students who are performing below, on-grade, or above grade level with appropriate levels of challenge that neither bore nor overwhelm. As a result, you get key instructional insights into all student populations—including high- and low-performing students and special needs students.

⁶⁴ Created for kindergarten – grade 2 students, computer adaptive Common Core MAP® for Primary Grades (MPG) interim assessments give you real-time student growth data that allows you to maximize individual student learning well before high-stakes testing begins. Whether your students are performing below, on-grade, or above grade level, MPG lets you assess them with developmentally appropriate levels of challenge that neither bore nor overwhelm. MPG also comes with supplemental skill mastery assessments that target core early childhood skills.

The second tool or formative assessments in **Inspire Charter School's** toolbox is ⁶⁵ **EZ Test Tracker & EZ Assessment by Educational Leadership Solutions (ELS)**—a Mississippi-based company that specializes in capturing the state's test data for all public education students in Mississippi and placing in within a platform that can measure student progress against the proficiency levels for the state tests including measuring the “cut scores” for Minimal, Basic, Proficient and Advanced achievement categories and predicting where individual students are within the continuum at any given time during the school year.

Tool 2: EZ Test Tracker and Assessments

⁶⁵ Educational Leadership Solutions, Inc. is committed to providing user-friendly data management tools and services that increase the effectiveness and efficiency of educators. ELS tools and services assist schools in gathering, compiling, disaggregating, and analyzing student and teacher data. ELS, Inc. currently has products in over 100 school districts and we are growing rapidly.

⁶⁵ We believe that easy-to-use technology tools can help educators more effectively and efficiently manage and analyze the ever increasing quantities of student and teacher data. This data holds a key to student success. We also believe that to be effective in schools, technology tools must be streamlined, user-friendly, and able to be mastered in 30 minutes or less. All of our applications are designed with this philosophy in mind.

INSPIRE CHARTER SCHOOL CONTENT MASTERY PLAN

4. How will teachers ensure that each student masters content objectives and develops related skills to demonstrate proficiency across all standards?

Content Mastery of Objectives and Develop skills related to demonstrating proficiency across all standards will be measured using **Mississippi Department of Education's** *Common Core State Standards* practice assessments, model teaching frameworks for content and standards mastery and exemplars. **Inspire Charter School** Teachers will routinely will identify content/curriculum standards in lesson planning, identify and discuss content standards in classroom daily as part of implementation of instruction and deploy the **3 Rs—Rigor, Relevance and Relationships**. Each content area standards within the framework of CCSS, STEM and Arts Integration will be included in the “content mastery plan” for the charter school which will consist of benchmark objectives, timelines for students meeting content mastery objectives and assessments and progress monitoring data.

5. Describe the investment strategies to be implemented to involve students in the school and their academics including any school-specific routines and rituals.

ICS STUDENT INVESTMENT STRATEGIES: THE INSPIRE WAY

As discussed earlier in the proposal, **Inspire Charter School** will have a set of beliefs and norms that form the culture of the school; but the charter school will also have a set of investment strategies that will set our students apart from the crowd. The purpose of the investment strategies is to ensure every student, every teacher, every staff members, management partners and parents communicate with one another using a “common language” executed through a series of **HAND Signals and gestures** that contribute to

instructional focus using verbal and non-verbal cues. An example of a verbal cue is: ***All Eyes on Me, Looking Good!*** This verbal cue tells students and school people that an adult in the school needs to inform a group of something very important and that everyone needs to stop what they are currently doing and “listen” and not speak unless asked to respond. A non-verbal cue to exhibit a similar response is an adult in the school (teacher, principal, etc.) raising one hand in the air and counting from 5 down to allow students time to see and respond with silence, attention and ready to listen. Posters, handouts and modeling will be used to teach and embed the investment strategies, school-specific routines and rituals within the school’s culture and outside of school whereby students attend as a school sanctioned event such as educational field trips.

C. School Schedule & Calendar

6. How many days and hours of instruction will students receive?

a. As Attachment O, provide the school’s proposed calendar for the first year of operation as evidence that the proposed school will be in session no fewer days than the minimum number of school days established for all public schools in Mississippi.

Please see ATTACHMENT O to Review the Proposed School Calendar Including In-Service Days for Teachers.

2. Identify the number of in-service days for teachers. – SEE ATTACHMENT O.

3. Explain how the calendar will support the stated goals of the educational program.

HOW THE CALENDAR SUPPORTS EDUCATIONAL GOALS

- ❖ The **Inspire Charter School Calendar** supports the goals of the educational program which are to: 1.) Increase Student Achievement, 2.) Get Parents More Involved in the Education of Their Children through Teamwork Between Teachers and Parents, 3.) Instill Confidence in Learners, and 4.) Become a STAR (A-rated) School within 3 years of operation.
- ❖ The **Inspire Charter School Calendar** supports these goals by:
 - Extending the school day,
 - Extending the school year,
 - Offering Saturday Academy for Students & Parents, and
 - Offering Enrichment Days for Students to Attend College & Industry Partnership Opportunities.

4. Describe the structure of the school day and week.

a. Note the length of the school day, including start and dismissal times.

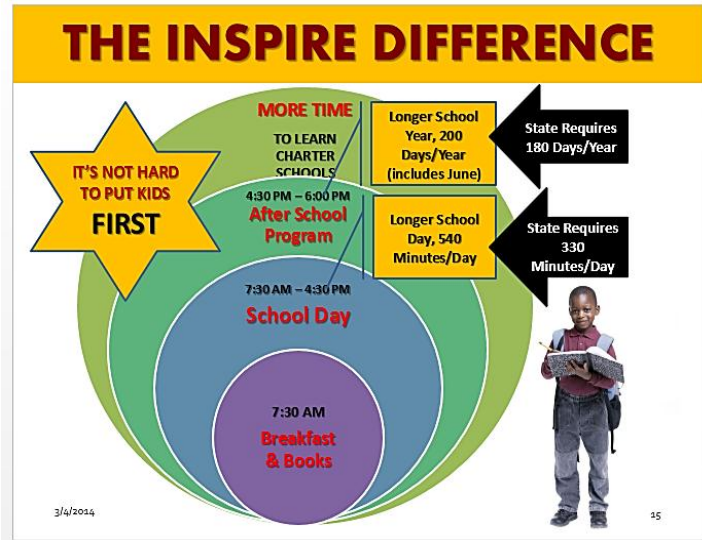
b. Provide the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade for core subjects such as Language Arts, Math, Science and Social Studies.

Inspire Charter School will be different from traditional public schools because the staff has committed to giving our students who are coming to us from a struggling “**D**” rated school district **NEED** more time to learn. We believe if we keep giving students the “same” type of education and commitment received there, we are likely to get the same results. Therefore, the school day design has been infused with “time to earn,” and “time on task” scheduling that centers around the learning and achievement needs of student as indicated in the following graph.

MORE TIME ON TASK

- **Longer School Day**
 - 540 Minutes/Per Day (330 Minutes Required)
 - 7:30 AM – 4:30 PM Instructional & Extended Day (Local School District/7:30 AM – 2:30 PM)
 - 4:43 PM – 6:00 PM (After School Program)
- **Longer School Year**
 - 200 Days (180 Days Required)
 - Summer Acceleration Program

LENGTH OF SCHOOL DAY FOR ALL SUBJECTS



THE INSPIRE DIFFERENCE

5. Explain how the school's daily and weekly schedule will optimize student learning for all students, including those needing either acceleration or intervention.

a. As an Attachment P, provide daily schedules for one week of classes, both from the perspective of a student and the perspective of a teacher.

INSPIRE CHARTER SCHOOL'S DAILY/WEEKLY SCHEDULE

Inspire Charter School's staff will place the learning needs of students **FIRST**. The structure of the school day and school week reflects our instructional and leadership teams' belief that an educational institution should take the **TIME** needed to educate its students even if students need longer school days and a longer school year to be successful in meeting or exceeding challenging state standards. See **ATTACHMENT P** a comprehensive view the school's daily schedule for the charter school from both the teacher and student perspective and shows **ONE WEEK OF CLASS**.

D. Progress Monitoring and Assessment

1. How will the school use data to refine and improve instruction?

USING MAP AND EZ TEST TRACKER/ASSESSMENT DATA EFFECTIVELY

As discussed earlier in the proposal, **Inspire Charter School** will use formative and benchmark assessment tools (MAP and EZ Test Tracker & Assessments) that have proven to be reliable and valid to monitor student progress and use the data to improve instruction by reviewing group and individual learning growth and deficits. However, research informs that the more students progress is monitored through frequent diagnostic assessments, the more capable teachers are in catching and remediating learning gaps and closing achievement gaps among learners through educational equity. Data from these two research-driven tools will be used by classroom teachers as part of the **Response to Intervention Teacher Support Team** (RtI) model that adheres to curriculum standards mastery expectations. As weaknesses and learning gaps are revealed through the data, Tier 1, 2 and 3 regular education improvements will be put into place to get the student back on track as soon as possible.

ANALYZING GAPS IN STUDENT LEARNING TO ADDRESS THEM

2. Explain how the school will measure and evaluate academic progress – of individual students, student cohorts, and the school as a whole – throughout the school year and at the end of each academic year.

⁶⁶The gap in achievement that separates economically disadvantaged students and students of color from less disadvantaged students has been the focus of discussion, research and controversy for nearly 40 years. While the gap narrowed considerably through the late 1980s, particularly between blacks and whites, progress since then has been marginal — and below-par achievement of minority students remains one of the most pressing problems in education. Today, the average black or Hispanic high school student currently achieves at about the same level as the average white student in the lowest quartile of white achievement. Black and Hispanic students are much more likely than white students to fall behind in school and drop out, and much less likely to graduate from high school, acquire a college or advanced degree, or earn a middle-class living.⁶⁶

On-Going Progress Monitoring & Assessment Using Blended Learning

It is nearly impossible for a classroom teacher to effectively address the wide range of learning differences present in most homogeneous classrooms. One classroom may have the bottom 25%, the top 25% and everything in between in one elementary classroom or content area courses. As hard as the dedicated teacher will try to address the range of learning skills and proficiencies in her class, he or she is likely to allow many students to “slip through the cracks.” However; many high performing schools and school districts have discovered **Blended Learning** and its potential for on-going, seamless progress monitoring and assessment that is often non-threatening to teachers; because the data is often presented in easy to understand charts and graphs immediately with prescriptions and learning paths established through benchmark tests and activities that drives students toward their learning goals. **Blended Learning Activities and Assessments will be used daily to collect and analyze longitudinal data.**

a. Which formative and summative assessments will be used and how will these assessments align to the curriculum?

⁶⁷ **MAP** (Measures of Academic Progress) and **EZ Test Tracker and EZ Assessments**

b. How are the proposed assessments known to be valid and reliable indicators of progress?

Both Instruments are Norm-Referenced and Have Been Measured Against Students Nationally and State-wide Because They Both Comply with Common Core State Standards.

c. Identify any other measures or assessments you plan to use for indicators and goals.

Inspire Charter School will also Sample CCSS State Assessments provided by the **Mississippi Department of Education** Sample Test Items to Inform Instruction Based on Student Progress Monitoring Results for Indicators and Goals.

3. Explain how and how frequently the school will collect and analyze longitudinal student academic achievement data.

Inspire Charter School lead administrator and classroom teachers will collect and analyze longitudinal student achievement data in June annually when the data from the **Mississippi Assessment System** is reported back to schools following scoring. This is a pivotal time to compare individual students' current assessment results to their past assessment results looking for trends, growth indicators or signs of

regression in the data. By carefully analyzing longitudinal data, teachers can determine instructional targets and intervention and acceleration needs for students and develop individualized learning goals for students who before they arrive to school in August giving them a head start and instructional direction in which to promote exponential learning gains.

MISSISSIPPI STUDENT INFORMATION SYSTEM DATA COLLECTION PORTAL

a. Describe the information system(s) the school will use to manage student performance data.

The ⁶⁸ **Mississippi Student Information System** (MSIS), the state's K-12 Public Education Data Collection System will be used to manage student performance data including the entry of student assessment data from state tests, attendance, and track school entry/exit throughout the state. In addition the MSIS, student performance data will also be tracked using a data management platform, ⁶⁹ **EZ Test Tracker**, which currently has contracts with more than **90%** of Mississippi public schools to track student formative data, student progress monitoring data, and state assessment data. This data management tool is so significant; because it allows educators to be able to access the past performance and longitudinal data for students who enter the school system from another school so long as the student was enrolled in another Mississippi School.

b. Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.

The **School Leader** and the **Managing Director for Student Assessment** for the Inspire Foundation will be primarily responsible and involved in the collection and analysis of assessment data and will facilitate the process of training classroom teachers and support staff to analyze data for the students they teach to use the data to inform instruction, promote appropriate intervention and acceleration individual and diagnostic practice through the school's blended learning curriculum.

c. Identify the staff member(s) who will be responsible for warehousing the data.

The **School Leader** will be primarily responsible for warehousing the data and assigning actions to the school's designated staff and ESP staff assigned to data distribution and training within the charter school professional learning communities design.

d. Identify the staff member(s) who will be responsible for interpreting the data for classroom teachers.

The **School Leader**, the school's curriculum coordinator, and classroom teachers will be responsible for interpreting data. Teachers at the charter school will take ownership for their students' data using it to drive instructional improvements and ensuring these decisions are being made and implemented at the classroom level where they will have the greatest impact.

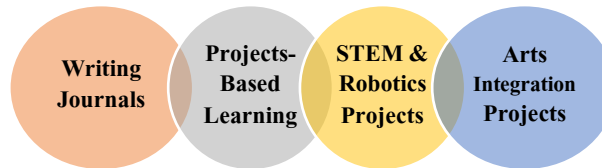
4. Identify the staff member(s) responsible for leading or coordinating professional development related to the use of data in improving student achievement.

The School Leader, curriculum coordinator and consultants, who have expertise in key areas, will be responsible for coordinating professional development and Professional Learning Communities (PLCs) for the charter school to ensure teachers and staff hone in appropriately on the curriculum-based and high expectations for student learning and achievement. This group will work in collaboration to classroom teachers at ALL levels receive timely and appropriate professional development, have access to internal and external curriculum experts and have classroom coaching opportunities to coincide with the ⁷⁰ **Mississippi State-wide Teacher Appraisal System** (MSTAR).

5. Describe any additional data that will be collected, beyond items identified above in the description of the assessments.

DATA FROM AUTHENTIC ASSESSMENTS: FORMAL & INFORMAL

In addition to formalized data that will be assessed, monitored and used to improve teaching and learning, **Authentic Student Data** including data that reinforces reading and writing achievement, creativity, problem-solving and communication will be used as described in the following graphic.



6. How will the school report the data to the school community (specifically families)?

The school will report data to families in English, Spanish and in other languages of students enrolled in the school using ⁷¹ *Google Translator* ©. School data will be reported by the School Leader to parents and other designated staff. Parents and the community will receive school data reports in written and electronic forms using a wide array of delivery methods to ensure a wide net is cast with the purpose of keeping stakeholders informed about the school's progress. Media sources including local newspapers, radio, and television stations will receive periodic data releases as a means as well of keeping the public informed about the school's data.

7. Explain the school's policies and standards for promoting students from one grade to the next.

a. How and when will promotion and graduation criteria be communicated to families and students?

The charter school will create a **Parents & Students Handbook** that will clearly explain the school's promotion and graduation criteria to parents, students and families and other important school information and policies and procedures. The handbook will be published in print form, posted on the school's website and be sent PDF via text and email to parents so they can access it easily on Smartphones and computers. The handbook will be distributed in print form to parents and other interested stakeholders the first day of school each year and will be available anytime throughout the school year for access and review in electronic form.

b. What is the protocol for redress when families disagree with promotion decisions?

The **School Leader** will be the person that parents contact if they disagree with a promotion decision. The School Leader will research the matter with appropriate staff members and schedule a meeting with the parents to discuss the circumstances and answer any questions parents have. If the School Leader cannot resolve the manner through the appropriate channels, meeting and follow up, the parents or guardians can make a request to speak before the Board of Trustees (school board) allowing them to hear their concern(s), ask questions and render a decision in writing to the parents/guardians. The Board of Trustees decision is final.

8. For high schools only, list the school's graduation requirements.

a. Explain any graduation requirements.

The **Mississippi Department of Education** provides Graduation Requirements that Mississippi Public Schools can adhere to or exceed; however they cannot graduate students below the state's graduation standards. **Inspire Charter School** will adhere to the graduation requirements for the State of Mississippi. The requirements are stringent and require a well-articulated and requires students successfully completing core content areas, passing Subject-Area exit Exams, and courses and electives based on *Common Core State Standards and Career/Exit Pathways*.

Mississippi High School Graduation Pathways							
Career Pathway Option* 21 Credits***		Traditional Pathway Option* 24 Credits Minimum		District Option** 21 Credits Minimum		MS Early Exit Exam Option**** (Applies only to students in a State Board of Education (SBE) approved Innovative Program)	
Graduation Requirements	Required Courses	Graduation Requirements	Required Courses	Graduation Requirements	Required Course	Graduation Requirements	Required Courses
4 Credits of English 3 Credits of Math 3 Credits of Science 3 Credits of Social Studies 0.5 Credit of Health/ Physical Education 1 Credit of Integrated Technology 4 Credits of Career and Technical Education Electives 2.5 Credits of Electives	English I, English II Algebra I Biology I 1 U.S. History 0.5 US Government 0.5 Mississippi Studies 0.5 Comprehensive Health 0.5 OR Physical Education Technology Foundations, ICT, 9th STEM, or Computer Applications and Keyboarding From Student's Program of Study 1 Credit of Art	4 Credits of English 4 Credits of Math 4 Credits of Science 4 Credits of Social Studies 0.5 Credit of Health 0.5 Physical Education 1 Credit of Business & Technology 1 Credit of Art	English I, English II Algebra I Biology I 1 U.S. History 1 World History 0.3 Geography 0.5 Economics 0.5 US Government 0.5 Mississippi Studies 0.5 Comprehensive Health Technology Foundations, ICT, 9th STEM, or Computer Applications and Keyboarding 5 Credits of Electives	4 Credits of English 4 Credits of Math 3 Credits of Science 3 Credits of Social Studies 0.5 Credit of Health 1 Credit of Business & Technology 1 Credit of Art	English I, English II Algebra I Biology I 1 U.S. History 1 World History 0.5 US Government 0.5 Mississippi Studies 0.5 Comprehensive Health Technology Foundations, ICT, 9th STEM, or Computer Applications and Keyboarding 4.5 Credits of Electives	2 Credits of English 3 Credits of Math 2 Credits of Science 2.5 Credits of Social Studies 1 Credit of Health & Physical Education 1 Credit of Business & Technology 1 Credit of Fine Art 5 Credits of Electives	English I, English II Algebra I Biology I 1 U.S. History 1 World History 0.5 US Government 0.5 Mississippi Studies OR approved SBE equivalent courses 0.5 Comprehensive Health 0.5 Physical Education Technology Foundations, ICT, 9th STEM, or Computer Applications and Keyboarding Electives should align with postsecondary admission standards.

*www.mde.k12.ms.us

b. How do these requirements ensure students are ready to participate in college, career, military service or trade school?

The **Mississippi Department of Education Graduation Options** for Mississippi Graduates include four (4) exit strategies—that include an awareness of the importance of high school Seniors leaving high school prepared to participate in college, career, military service or trade school as indicated above.

c. Does the school intend to seek SACS accreditation?

Inspire Charter School, if approved, will be a start-up charter school in the State of Mississippi. Only recently, the charter school legislation pass in Mississippi and was signed into law by Governor Phil Bryant on April 17, 2013. As a startup school, the Founders, Planners and Board of Trustees have determined their priority steps begin with the effective and efficient operation of a Mississippi Charter School focusing on student achievement and financial strength the first two (2) years of operation. Beginning with Year 3, the charter school will begin the SACS Accreditation Process with the assistance of the state's SACS Leaders and the ⁷² **National Study for School Evaluation (NSSE) AdvancEd Model**. By the end of Year 3, the charter school intends to be SACS accredited.

d. Explain how the school will ensure students meet graduation requirements.

Realizing the importance for students to be knowledgeable about the state's and school's graduation requirements, a full-time **Guidance Counselor /Graduation Specialist** will be hired to inform, assist and guide secondary students through the high school course scheduling and credit earning that will be necessary for them to successfully articulate through high school and graduate on-time. The counselor will work closely with off track students serving as a liaison between students, parents, teachers and the School Leader. He or she will counsel students on career and post-secondary opportunities, help them with scholarship and financial aid applications and documentation. The counselor will meet with parents regularly of high school students to discuss their child's progress and needs and strengths. He or she will collaborate with teachers and students to ensure that every high school student has a "Graduation Plan" developed that includes their courses, needed courses, post-secondary plan and college/careers profiles.

e. Explain how students will earn credit hours.

Students will enter **Inspire Charter School in Grade 9** (Freshman Academy) and articulate through Grade 12. As a freshman, high school students must take and receive a passing grade in courses (content or elective) in order to earn high school credit. Depending on the length of time

the course is offered, a whole credit (full year) and half-credit (half-year) will be awarded upon successful completion. Courses that are required must be completed to earn high school credit hours and elective courses may be passed or substituted with another elective course and passed to receive credit hours. A minimum of 21 credit hours must be earned to graduate with the *Mississippi Career Pathway Option*, 24 hours for the *Mississippi Traditional Pathway Option* and 17.5 credits must be earned to graduate for the *Mississippi Early-Exit Option*.

f. How will grade-point averages be calculated?

Inspire Charter School will calculate grade point averages on students as they progress through school. Our high school will compile an honor roll each nine-week grading period to give students recognition who earn grade point averages of 3.0 or above and send to local papers, announce on local radio stations and at school events. Grade point averages will be calculated as follows and students will use this strategy to calculate their GPAs (Grade Point Averages) each semester.

- *(Step 1): Multiply the number of "As" by four. Multiply the number of "Bs" by three. Multiply the number of "Cs" by two. Multiply the number of "Ds" by one. Add all of these numbers together. For example, if you have three "As," three "Bs" and one "C," you will add $12 + 9 + 2$ to equal 23.*
- *(Step 2): Divide your answer from step three by the number of grades you added. Continuing with the example numbers used in step three, you would divide 23 by 7. The answer is 3.29. A grade point average of 3.29 is equivalent to a "B" grade.*

g. What information will be on a student's transcript?

The **Transcripts** for students will include the following key information: 1) Student's Name, 2) MSIS Number (*Mississippi Students Information System*), 2) Course Taken, 3) Grades, 4) Cumulative GPA, 5) Address, 6) Phone Number and 7) Parents/Guardians Names, 8) State Assessment Proficiency Level.

E. English Language Learner Students

1. How will the school learn about the home language of students prior to the first day of instruction?

a. How will the data about home language be utilized?

Home-to-School Communication and School-to-Home is important to parents, teachers, students and staff. It's crucial that the **Charter School Leader** and teachers have information at students' language prior to the first day of school. This will be accomplished through home visits to each parents' and guardians' homes who are enrolled in the school for the upcoming school year. As part of the home visits, school information will be collected from parents about their needs, hopes and aspirations for their children as they enter a new school year. This will afford school staff the information they need to provide families information in a timely manner in their home language. **Google Translator** © and ELL Interpreters contracted from the local school district will be used to aid school staff in communicating effectively with all students in their native language.

2. When will students be assessed for placement?

a. What valid and reliable English Language proficiency assessment will be used to determine proficiency levels in listening, reading, writing, and speaking English?

Inspire Charter School will comply with the As required by the *No Child Left Behind Act of 2001*, in doing so all students who are identified as "Limited English Proficient" (LEP/ELL) will be assessed annually for English proficiency in the five domains of **speaking, listening, reading, writing, and comprehension**. This language assessment does not replace the *Mississippi Curriculum Test* or *Subject-Area Testing Program* for English/Language Arts (MCT or SATP) required by state law. All LEP students must participate in the state assessments as well as the assessment of English Language proficiency. However; in addition to state assessments, the

⁷³ **WIDA English Language Proficiency Assessment (ELPA)** will be administered annually to determine the most appropriate placement for students.

b. How often will students be assessed for progress?

WIDA ELPA will be used flexibly as an on-demand language proficiency assessment, this test can be administered at any time during the school year, depending on the needs of the district, school, teacher, or student.

c. How will the results be utilized?

⁷³ **WIDA ELPA results will be utilized for the following purposes:**

- To identify students who may be candidates for English as a Second Language (ESL)/bilingual services;
- To determine the academic English language proficiency level of students new to a school or to the U.S. school system;
- To place students into the necessary amount and type of instructional services and support; and
- To serve as an interim assessment during the school year, providing information that informs instructional planning and other decisions related to students' education.

d. How will families be made aware of the school's programs and services?

Families will be informed of the school's programs and services at the beginning of each school year through **Parent Academy** and throughout the school year via parent meetings, parent conferences, email, texts and phone calls in English and other languages spoken by families. Interpreters and voice translation software will be used to make announcements and to present important information to parents who speak English and other languages to ensure all parents and students are made aware of the charter school's programs and services. Important information will also be placed on the school's website and software will be available there to translate the information into multiple languages, whatever needed to ensure parents are kept informed. Email, texts, IOD (Information on Demand) telephone calls, and social media will also be used to keep all families informed of school programs, services, and events using software translation and technology to produce communication in multiple language.

e. Who will notify families about the results, what will be included in the notification, and when will it happen?

The School Leader will notify parents about the results that will be included in the notification and when the notification will happen using interpreters and software and technology translation as appropriate.

3. Describe the program to be used to ensure that students acquire adequate English language skills.

a. How will the instructional schedule be designed in order to provide adequate instruction?

The instructional schedule for **Inspire Charter School** will be based on block periods in order for students; especially at-risk students and students in which English is not their first language. We believe time on task, extended learning time and the use of blended learning whereby technological application and software can be translated into multiple languages with the click of a button holds tremendous promise in reaching those families who are traditionally hard to engage and reaching students who are struggling learners academically or based on language barriers. The school's instructional schedule will include "double block" instructional periods, intervention and acceleration opportunities taking place simultaneously and seamlessly to prevent any child from feeling singled out, isolated or labeled.

b. What are the performance objectives and what standards will be used to measure the progress of ELL students?

The **Mississippi Department of Education's** ⁷⁴ **Common Core Standards for English Language Learners (ELL)** will be used to measure the progress of ELL students. For example, the CCSS/ELL

Standards are organized by the following strands and are support by CCSS Anchor Standards that serve a scaffolding role in instruction to assist ELL students master the content.

- A. Reading (R)
- B. RL (Reading Standards for Literature)
- C. RI (Reading Standards for Informational Text)
- D. RF (Reading Standards: Foundational Skills)
- E. Writing (W)
- F. Speaking/Listening (S/L)
- G. Language (L)

c. What instructional techniques will be utilized to help ELLs develop and understand academic vocabulary appropriately in speaking, reading, and writing?

The Mississippi Department of Education's *ELL/CCSS for English Language Learners* and *ELL/CCSS Standards for Mathematical Practices* provide exemplars and instructional techniques grounded in research that will be utilized by teachers and support staff to help ELL students develop and understand vocabulary appropriately in speaking, reading, and writing. The following illustration from the standards use "Essential Questions" and "I Can" statements to scaffold ELL Academic Language Development through authentic work and learning activities.

d. How will teachers support students' various English language development levels?

The **Mississippi Department of Education** (MDE) provides school, teachers and administrators statewide leadership in promoting high quality education for English language learners (ELLs).

Often referred to as limited English proficient (LEP) students, the MDE prefers the term English language learners (ELLs). MDE administers the ⁷⁵ **Title III Program** which is designed to ensure that limited English proficient (LEP) children, including immigrant children and youth, master English and meet the same rigorous standards for academic achievement as all children are expected to meet, including meeting challenging State academic content and student academic achievement standards by developing high-quality language instruction educational programs. Teachers will use Title III to promote the following supports for ELL students at various levels:

- *To implement high-quality language instruction educational programs that are built on scientifically based research demonstrating the effectiveness of the programs in increasing English proficiency and student academic achievement in the core academic subjects;*
- *To provide high-quality professional development of sufficient intensity and duration to classroom teachers, administrators, and other school or community-based organization personnel to improve the instruction and assessment of LEP students; and*
- *To annually assess the English proficiency of all LEP students served by activities carried out under this section.*

e. How will the school ensure that families are made aware of the school's programs and services?

The School Leader and ELL students' teachers will ensure families are made aware of the school's programs and services. Flyers and pamphlets and web resources provided by the school, the Mississippi Department of Education and the U.S. Department of Education will be used throughout the school year and immediately as needed to keep families informed of the school's programs and services.

4. Describe the plan to exit/re-designate students from the ELL program.

a. What will determine the exiting/re-designation of students?

Inspire Charter School will use a comprehensive and well-articulated plan to Exit/Re-designate students from the ELL program. The plan will be a combination of WIDA and the Mississippi Curriculum Test (MCT) and Subject-Area Tests (SATP) results that will be used in conjunction with teacher feedback and information to determine recommendation for program exit or re-designation. The determination for an exiting English Language Learner status will be made for each ELL student on a case-by-case basis at the school level. The following criteria will be used as a measure to determine if a particular student is ready to **EXIT** the program:

- A. Student proficiency and achievement competencies in the basic skills of speaking, reading, and writing in the English language as measured by the **WIDA** and by **scoring Proficient** on the Mississippi State Assessment.
- B. Students in Kindergarten may not exit regardless of proficiency level. However after kindergarten, students may exit based **WIDA** results (at proficiency level 5 with a Literacy composite score of 4 or greater on a Tier B or Tier C assessment) and the following criteria:
 - a. The student's achievement on the school's progress monitoring assessments (**MAP & EZ Test Tracker/Assessments**) are in the normal range for his or her grade level.
 - b. Student maintains a "C" or above in core content areas and achievement progress is comparable to his or her grade and peer group.
 - c. Student is able to complete the required course work on grade level without significant modifications other than modifications made for English-speaking students.

b. What valid, reliable, and objective criteria will be used to measure English proficiency in each of the four language domains?

Common Core State Standards, Measures of Academic Progress (MAP) and EZ Test Tracker/Assessments student progress monitoring data will be used to measure English proficiency on each of the four domains. In addition the following authentic assessments will be used:

- Content Area Writing/Writing for Purpose,
- Creative Writing/Writing for Pleasure,
- **Accelerated Reader** (AR) Levels and Competencies,
- Public Speaking, and
- Cooperative Learning.

c. Describe the plan to monitor students after exit/re-designation.

The school's student progress monitoring tools, classroom tests, and state tests will be used to monitor and adjust for ELL students' needs after exit/re-designation. Classroom teachers will be train in effectively observing and assessing ELL students both formally and informally and inform special services staff if regression is detected immediately.

d. How will the school determine if additional ELL program services are needed?

The ELL needs for the school and classroom will be assessed using student data and evaluation of student's cumulative folders when they enter the school. If ELL students individually or collectively show signs of English speaking fatigue or below proficient result on school assessments, student progress monitoring assessments or state assessments a determination will be made led by the classroom teacher and support services staff is additional programs are needed and referred to School Leader for next steps.

F. Students with Disabilities and Special Needs

1. Explain how the school will identify and evaluate students with disabilities pursuant to the Individuals with Disabilities Education Improvement Act of 2004, 20 USCS Section 1400 et seq., Section 504 of the Rehabilitation Act of 1973, 29 USCS Section 794, and Title 11 of the Americans with Disabilities Act, 42 USCS Section 12101 et seq. as well as Title 37, Chapter 23, Sections 133-150 of the Mississippi Code of 1972.

a. Provide as Attachment Q the school's policies for identifying and evaluating students with disabilities.

ATTACHMENT Q contains all the school proposed policies regarding the identification of students with disabilities.

Pursuant to the Individuals with Disabilities Education Improvement Act of 2004, 20 USCS Section 1400 et seq., Section 504 of the Rehabilitation Act of 1973, 29 USCS Section 794, and Title 11 of the Americans with Disabilities Act, 42 USCS Section 12101 et seq. as well as Title 37, Chapter 23, Sections 133-150 of the Mississippi Code of 1972:

Inspire Charter School will enact policies regarding the identification of students with disabilities based on guidance and support from the Mississippi Department of Education that is the State Education Agency (SEA) responsible for overseeing Mississippi public schools special education programs to ensure they comply with federal laws regarding the education of children with disabilities. The Mississippi Department of Education's **CHILD FIND** will be used to help form the policies that will guide the school with regard to the identification of students with disabilities.

b. Which staff will be responsible for this identification and/or evaluation?

Inspire Charter School will designate a certified Special Education Teacher and contracted service provider to be responsible for the identification and evaluation of students who may need special education services.

c. How will the school avoid misidentification?

Inspire Charter School will adhere to the **Response to Intervention (RtI) Three Tier Model** developed by the **Mississippi Department of Education** as a mechanism to prevent the misidentification of students along with a quality implementation of the Teacher Support Team (TST)/Student Support Team (SST) model. The ⁷⁶Three Tier Instructional Model was adopted by the State Board of Education (SBE Policy 4300) on January 21, 2005. It is designed to meet the needs of every student and consists of three tiers of instruction:

- ✓ **Tier 1: Quality classroom instruction based on MS Curriculum Frameworks.**
- ✓ **Tier 2: Focused supplemental instruction.**
- ✓ **Tier 3: Intensive interventions specifically designed to meet the individual needs of students.**

If strategies at Tiers 1 & 2 are unsuccessful, students must be referred to the Teacher Support Team (TST). The TST is the problem-solving unit responsible for interventions developed at Tier 3. Each school must have a Teacher Support Team implemented in accordance with the process developed by the Mississippi Department of Education.

2. How will the school team ensure that students with disabilities can receive adequate services at the proposed school pursuant to the Individuals with Disabilities Education Improvement Act of 2004, 20 USCS Section 1400 et seq., Section 504 of the Rehabilitation Act of 1973, 29 USCS Section 794, and Title 11 of the Americans with Disabilities Act, 42 USCS Section 12101 et seq. as well as Title 37, Chapter 23, Sections 133-150 of the Mississippi Code of 1972?

a. As part of Attachment Q, provide the school's policies for serving students with disabilities.

b. Which staff will be responsible for serving students with disabilities?

ATTACHMENT Q contains all the school proposed policies for serving students with disabilities. The staff that will be responsible for serving students with disabilities are certified special education endorsed teachers and regular education teachers where appropriate using the **Inclusion Model**.

3. Describe the specific, research-based instructional programs, practices, and strategies the school will employ to provide a continuum of services, to ensure students' access to the general education curriculum, and to ensure academic success for students with disabilities.

Inspire Charter School wherever possible will use the research-based *Student Inclusion Model/Collaborative Teaching Model* to ensure that the school's instructional programs, practices and strategies provide a continuum of services will ensure students' access to the general education curriculum, and ensures academic success for children with disabilities. We subscribe the body of research conducted on effective inclusion/collaborative teaching models done by the ⁷⁷*Learning First Alliance: Strengthening Public Schools for Every Child* that showed that:

Students receiving special education services are taught (with some exceptions) in the general education classroom.

- Special education teachers provide in-class support to general education teachers' coverage of the curriculum. They team-teach in general education classrooms two to three periods a day (and teaching academic support or intervention courses in other periods).
- All teachers receive training in "differentiated instruction"-that is, instruction that targets individual student's diverse needs-to maximize classroom time with all students.
- All departments give teachers common planning time. The schedules of special education teachers rotate daily so they can share planning time with each department at least once a week.
- Special and general education teachers meet weekly in grade-level teams to discuss curriculum and individual student progress. They also meet less frequently in subject-area groups across grades.
- All students receive academic supports, regardless of classification in special or general education.

These supports:

- *Academic support classes, which any student can take in place of an elective. These classes offer additional instruction in any core subject area.*
- *Intervention classes, which provide intensive reading instruction to all struggling students based on ability level.*
- *After-school tutorial programs and Saturday school, where teachers work with students on the general education curriculum. Teachers re-teach or pre-teach important material and provide homework help.*
- Planning and initial placements for the fall academic year occur in spring, with the resource teacher and the administration planning the fall schedule around anticipated student needs.⁷⁷

4. How will the school regularly evaluate and monitor the progress and success of students receiving special education services so that students attain those goals set forth in the Individualized Education Program (IEP)?

Inspire Charter School will regularly evaluate and monitor the progress and success of students receiving special education services in order for them to attain the goals of their IEP. The school will have an intensive student progress monitoring system in place to monitor achievement progress using interim, benchmark and formative assessment as well as the state's summative assessment, the *Mississippi Curriculum Test* (MCT) and the *Mississippi Subject Area Tests* (SATP). These tests along with teacher driven assessments and school tests based on the state's Common Core State Standards Curriculum will be used to monitor progress.

5. How will the school ensure that students receiving special education services participate in the state testing system as mandated by state law?

Special Education students participate in the MCT and SATP program unless they have significant cognitive disabilities and those are assessed as follows:

Students with disabilities who have significant cognitive difficulty will be assessed using curriculum-based assessments (CBAs) and the ⁷⁷*Mississippi Alternate Assessment System* which is the *Mississippi Alternate Assessment of Extended Curriculum Frameworks* (MAAECF) for students with significant cognitive

disabilities (SCD) is part of the Mississippi Statewide Assessment System. It is designed to assess the educational performance of students with disabilities who cannot participate in the general education curriculum, even with accommodations. Students in grades 3–8 and 12 who meet the state’s three SCD criteria are eligible to participate in the MAAECF.

G. Academic Intervention & Acceleration

**INSPIRE CHARTER SCHOOL BLENDED INTERVENTION & ACCELERATION
ACADEMIC PROGRAM**

1. How will the school’s assessment system enable the school to identify students in need of academic intervention or acceleration? What process will be used to identify those students? Which staff members will be involved?

Inspire Charter School’s Blended Learning Continuum and Assessment System will enable educators to identify and address the needs for intervention and/or acceleration or both seamlessly in a non-threatening manner using technology applications that students can enjoy and teachers can facilitate with skill and enthusiasm. The charter school’s strategic outcomes for blended learning and the potential it possesses to break down walls virtually for students who are struggling with core concepts, basic skills or failing to thrive and progress successfully through the curriculum are:

- Increased and easier ways to differentiate instruction
- Higher standardized test results
- Increased attendance
- Higher graduation rates
- Lower dropout rates

The school’s **blended learning system** couples highly qualified teachers with digital learning an intervention environments that can provide on-going achievement monitoring through online assessments and learning paths that diagnoses students’ deficiencies and prescribes virtual interventions to places them on a learning path and continuum to address their weaknesses and accelerate their academic progress. Every teacher in the school will be part of the blended learning implementation plan.

2. Will the school use a response to intervention (RTI) process for students?

Yes, the charter school will use the RTI model for students based on the state’s education department model that focuses achievement improvement around a three tier framework. The RTI model was addressed earlier in this application proposal.

3. For students identified as in need of accelerated learning opportunities what is the school’s plan to address those needs?

| THE POTENTIAL OF BLENDED LEARNING | - Blended learning provides **daily opportunities** for accelerated learning opportunities that can be accessed outside of the school’s walls allowing for anytime, anywhere learning. Blended learning is the school’s plan to address students who are solid Proficient on state and progress monitoring assessments, but are failing to excel to the “Advanced” in traditional classrooms; which are often confined to instruction that targets ‘below average’ and “in the middle” students. Blended learning allows acceleration for students whether they are struggling learners or advanced achievers by allowing students to work at their own pace, independently using a blended learning design that pairs teacher instruction, tutoring or facilitating with instructional technology that is prescriptive, diagnostic and guided based on a learning continuum based on virtual assessments and activities. Blended simply means pairing students with live instructors (teachers/tutors/facilitators) and having technology tools, instructional software, and devices available for students to practice and excel.

4. For High Schools Only: Describes the opportunities that students will have for dual enrollment, dual credit, AP, IB, or other advanced academic courses.

DUAL ENROLLMENT & ADVANCED COURSES

PAIRED COLLEGE PARTNERSHIPS AND BLENDED LEARNING

Inspire Charter Schools will use a combination of partnerships with colleges and universities and “Blended Learning” educational services provider’s opportunities and colleges/universities access, workforce development and careers exploration and certifications. The possibilities are limitless when using blended learning effectively; because schools can reach highly at-risk student through highly advanced students—all in the same school and classroom.

To accomplish this task in the traditional setting with the differing ability levels and interests of students in any given classroom, teacher differentiation attempts often don’t succeed well. The charter school will be able to offer dual enrollment, dual credit, AP, IB and college courses based on the needs and abilities of students and not the ability of a few to access programs that far too many students don’t have access to.

5. For High Schools Only: Explain what systems and structures the school will implement for students at risk of dropping out of high school and/or not meeting the proposed graduation criteria (i.e., credit recovery, etc.).

THE POTENTIAL OF BLENDED LEARNING | Blended learning is showing tremendous promise across the nation in addressing dropout prevention; which is often an issue of student boredom and motivation and interest, poor engagement and a misalignment within classroom instruction and student needs. Overage students and students with poor attendance are at-risk for dropping out of school so the sooner students can be placed “back on track”, the more likely they will complete high school. Therefore, credit recovery and dropout recovery programs that work are essential to preventing or re-engaging dropouts. Blended learning will be used to address credit recovery and students at risk of dropping out of school. Keeping in mind that blended learning frees teachers to be facilitators of learning, data managers and allows them to hone in the specific needs of students in classrooms.

H. Gifted and Talented Students

1. Explain how the school will identify gifted/talented and academically advanced students in accordance with Mississippi Code § 37-23-171-181...

a. Identify the testing protocol, assessments to be used, and proposed timeline for the testing and identification of gifted and talented students.

The **Mississippi Department of Education** (MDE) is the state entity who has the responsibility of administering and overseeing the gifted/talented protocol and compliance with gifted education regulations for public schools in Mississippi. Therefore, **Inspire Charter School** will adhere to the state’s regulations with regard to identification, testing protocol, recommended assessments to be used recommendations regarding the timelines for such occurrences. The charter school will have access to MDE’s guidelines and regulations for administering effective and compliant gifted education programs. A synopsis of the state’s gifted education regulations are:

- ⁷⁹ The Mississippi Gifted Education Act of 1989, as amended in 1993, mandates that each public school district within the state provide gifted education programs for intellectually gifted students in grades 2-6.
- All local public school districts may have gifted education programs for intellectually gifted students in grades 7-12, artistically gifted students in grades 2-12, creatively gifted students in grades 2-12, and/or academically gifted students in grades 9-12.
- The purpose of the *2013 Regulations for the Gifted Education Programs in Mississippi* is to ensure that gifted children who demonstrate unusually high potential as described in the proceeding definitions are identified and offered an appropriate education based upon their exceptional abilities.
- Because of their unusual capabilities, they require uniquely qualitatively different educational experiences not available in the regular classroom.

- These uniquely different programs are required to enable gifted students to realize their abilities and potential contributions to self and society.

Inspire Charter School will adhere to the state's code for gifted/talented and academically advanced students education in accordance with Mississippi Code § 37-23-171-181. The state definitions we will use are as follows:

- **“Intellectually gifted children”** shall mean those children and youth who are found to have an exceptionally high degree of intelligence as documented through the identification process. The needs of these students should be addressed based on the program options provided in the *Outcomes for Intellectually Gifted Education Programs Grades 2-8 in Mississippi*.
- **“Academically gifted children”** shall mean those children and youth who are found to have an exceptionally high degree of demonstrated academic ability as documented through the identification process.
- **“Artistically gifted children”** shall mean those children and youth who are found to have an exceptionally high degree of creativity and an exceptionally high degree of ability in the visual arts as documented through the identification process.
- **“Creatively gifted children”** shall mean those children and youth who are found to have an exceptionally high degree of creativity and an exceptionally high degree of ability in the performing arts as documented through the identification process.⁷⁹

2. What methods will the school use to improve the representation of traditionally underrepresented student cohorts in its gifted and talented programs?

Inspire Charter School will use the identification process recommended by the Mississippi Department of Education; which recommends the following referral process and criteria for **Intellectually Gifted Students**:

Identification and Referral Process for Intellectually Gifted Students:

⁷⁹ *Students who are rising ninth graders through rising twelfth graders may be referred by a teacher, parent, peer, self, or any other person having reason to believe that the student might be academically gifted. The person initiating the referral shall sign and date the referral form. District personnel shall collect the data required to satisfy the district's referral criteria. Only the LSC can stop the identification process once a referral form has been signed and dated.*

Identification and Referral Criteria for Intellectually Gifted Students:

⁷⁹ *A student shall satisfy at least two of the following criteria before moving to the assessment process:*

1. Grade history of A's and B's in the pertinent academic area,
2. Portfolio of the student's work indicating outstanding capabilities in the pertinent academic area (evaluated using a rubric),
3. Group or individual intelligence test administered within the last twelve months,
4. Group or individual achievement test score(s) in the pertinent academic area (individual achievement test must have been administered within the last twelve months), or
5. Other demonstrated achievement and/or potential abilities (with prior approval of the MDE).

⁷⁹ *Each district shall establish the local minimal acceptable criteria on each measure used at this stage. Documentation of the measures and minimal acceptable criteria for each shall be maintained in a written document and approved by the local school board. This document shall be distributed to district administrators, school counselors, and teachers, and shall be available to parents at each school site.*

Identification Referral Process for Artistically Gifted Students:

⁷⁹ *A student may be referred by a teacher, administrator, counselor, parent, peer, self, or any other person having reason to believe that the student may be artistically gifted. The person initiating the referral shall sign and date the referral form. District personnel shall collect the data required to satisfy the district's*

referral criteria. Only the LSC can stop the identification process once a referral form has been signed and dated.

Identification and Referral Criteria for Artistically Gifted Students:

⁷⁹A statement is required from an individual with documented expertise in the visual arts indicating that the student is in the top 10% of age peers in ability in the visual arts and has an exceptionally high degree of creativity, plus one of the following:

1. Published checklist of creativity or norm-referenced test of creativity,
2. Published checklist of characteristics for the visual arts or a published test of ability in the visual arts,
3. Individual accomplishment in the visual arts such as recognition at the state level or above,
4. Portfolio of the student's work evaluated using a rubric, or
5. Other indicators of an exceptionally high degree of ability in the visual arts (with prior approval of the MDE).

⁷⁹ Each district shall establish the local minimal acceptable criteria on each measure used at this stage. Documentation of the measures and minimal acceptable criteria for each shall be maintained in a written document and approved by the local school board. This document shall be distributed to district administrators, school counselors, and teachers, and shall be available to parents at each school site.

The state's gifted education recommendations and regulations for students found to be "academically gifted" and "creatively gifted" will also be identified and referred and serve appropriately in the school's gifted education programs.

3. Describe the instructional programs and strategies that the school will use to appropriately address the educational needs of gifted students in accordance with Mississippi Code § 37-23-171-181.

a. Will the programs require additional instructional materials?

Inspire Charter School is uniquely poised to address the educational needs of gifted and talented students in accordance with Mississippi Code § 37-23-171-181. The school's focus is STEM, Arts and College Prep instructional programs and strategies (including dual enrollment and advanced coursework availability with colleges and universities and blended learning), all of which align very well with state and national criteria for gifted and talented students. These instructional emphasis will require additional materials that will be provided for all students as well as gifted and talented students.

4. How will the school adjust its schedule, if necessary, to meet the needs of G&T students?

Inspire Charter School will adjust its schedule to accommodate, as necessary, to meet the needs of the school's gifted and talented students. Schedule adjustments will include extended block periods for gifted and talented students to participate in the gifted education programs at the school to meet and exceed the state's requirements for gifted education.

5. How will the assessment system described earlier support the ongoing tracking of progress for students who may be above grade level?

The Blended Learning assessment tools as well as the Mississippi Student Information System will track the progress of student progress to ensure they are progressing on track and to inform teachers via reports when students are losing ground. In addition, the school will use a national norm-referenced student progress monitoring tool

6. How will the school provide professional development and train both G&T and general education teachers to serve the needs of G&T students?

Professional development for the School Leader, general education teachers, gifted education teachers, and support staff will be provided as part of the school's Professional Learning Communities (PLCs) training and coaching to ensure gifted and talented students Educational needs are appropriately and fully addressed in the school. Professional development will take many forms including on-line learning and exposure from gifted education best practices institutes including the prestigious ⁸⁰ *Davidson Academy of Nevada for*

Profoundly Gifted Students, the ⁸¹ *National Alliance for Public Charter Schools* and the *Mississippi Department of Education*'s gifted and talented education specialists and other consultants who have specific expertise in gifted education.

I. Co-curricular or Extracurricular Programming

1. Describe any unique or supplementary programs students (and families) will be offered to promote improved mental, emotional and physical health.

a. Who will conduct these programs?

Inspire Charter School's educational program will include quality co-curricular programming for its students that will promote educational enrichment, improved mental, emotional, social, and physical health. The co-curricular program will be voluntary and will be conducted by a combination of school staff, community-based partnerships, contract services and volunteers that will collaborate together to enrich the academic program at the school through co-curricular opportunities and activities. The following menu of co-curricular educational enriched and supplementary programs will be offered.

LEARNING SHOULD BE FUN, RELEVANT AND FUTURE FOCUSED

→ After School Academic Enrichment Programs & Summer Camps that will include:

- Creative and Performing Arts Academy, Entrepreneurship Academy,
- Band & Chorus Academy, STEM in Action Projects & Robotics Academy,
- Leadership and Citizenship Academy, Sports Recreation,
- Culinary Arts Academy, Service Learning Academy,
- Careers Exploration University for Kids, Great Books Academy: Rediscovery the Classics, Media & Communication Academy,
- Global Challenge Academy, Foreign Languages Academy
- Space and Aeronautics Academy, and Apprenticeship Academy.

b. Will they be optional?

Co-curricular programming will be optional, except for the school's Arts curriculum which is an integral part of the school's instructional plan. Students will be encouraged to participate in the after school and summer enrichment programs.

c. What community resources will be leveraged to offer these programs?

The following community resources will be leveraged to be able to offer high quality co-curricular programs to students. Partnerships both formal and informal have been established with the following organizations prior to the submission of the proposal.

- The Boys & Girls Club of Columbus/Lowndes County
- The Columbus/Lowndes Recreation Authority
- The Columbus YMCA
- The Columbus Arts Council
- Columbus Air Force Base
- Stennis Space Center (NASA)
- Mississippi University for Women College of Education
- Mississippi University for Women Culinary Arts Program
- Mississippi University for Women Art and Design School
- Mississippi University for Women School of Graphic Design
- Mississippi State University Bagley Engineering School
- Jackson State University College of Engineering
- East Mississippi Community College
- Golden-Triangle LINK (Chamber of Commerce/Economic Development)
- Golden Triage Habitat for Humanity & The United Way of Columbus/Lowndes County

2. Describe the extra- or co-curricular activities or programming the school will offer.

a. What are the activities, how often will they occur, who will manage or oversee the activities and how will they be funded (including, will there be a fee for student participation)?

i. Please describe any fees for student participation. As Attachment R, provide a copy of the school's policy for fees and hardship waivers in accordance with Mississippi Code § 37-7-335.

Co-curricular activities offered by the school described (in 1a.) will occur regularly and be implemented through after school and summer school programming at **no cost** to the student. Many co-curricular activities will be funded through grants, donations and contributions as well as volunteers. All co-curricular activities will be implemented and or overseen by designated school staff. There may be cases will the school will partner with community professionals and provide space so long as students are offered additional high quality co-curricular opportunities and enrichment such as piano lesson, drum lessons, golf guitar lessons, music production, voice lessons, etc. In these cases, a fee-based and/or scholarships cooperative agreement structure will be established. See **ATTACHMENT R** for a description of the school's policy for fees and hardship waivers.

b. Include a description of sports to be offered.

The following sports are proposed to be offered as part of the school's co-curricular offerings.

Boys & Girls Basketball, Football, Swimming, Tennis, Weight Lifting, and Golf

c. Will the charter school join the Mississippi High School Activities Association? If not, what leagues or other associations will the charter school join for the purposes of competitions?

3. Describe any volunteer or service programs for students, if these have not already been addressed elsewhere in the application.

Charter schools in Mississippi are prohibited from joining the Mississippi High Schools Activities Association; however charter school can allow their students to participate in sports at the local school district. **Inspire Charter School** plans to establish its own sports league for the purposes of competition.

4. For schools offering summer school: Describe the summer school program to be proposed.

a. How many students are expected to attend summer school?

Inspire Charter School plans to offer summer school and extended year programs for students based upon funding availability each year. Summer and extended year programs will be offered for all grades served in the school and participation will be voluntary; however the school's staff will strive to enroll through parental communications up to **100%** of the school's enrollment annually contingent upon parent permission and funding availability.

b. How will they be selected for participation?

The schools summer school programs will be open to **ALL** students.

c. How many hours and weeks of summer school will be provided?

Summer school programs will be operated **five days per week for 4 weeks**.

d. How will it be funded?

Summer programs will be funded through a combination of grants, donations, contributions, and title I and At-Risk funds.

e. What specific student needs will the summer school address?

The specific needs that the school's summer school and extended year programs will address is academic enrichment, health and nutrition, obesity prevention, summer intervention, summer acceleration, and a safe place for students to be **during the summer months**.

J. Performance Framework

1. Outline the measurable annual goals on each item in the Performance Framework (see the Application Toolkit) that the school will set during the first three years.

a. Attach a completed Performance Framework as Attachment S.

b. Elementary and K-8 schools that are phasing in one grade at a time will not receive a state-level rating until their third graders have taken the state assessment. If the school will be an elementary or K-8 school, describe specific performance targets on progress monitoring assessments described above that you will use to measure the success of the school.

The Performance Framework for Inspire Charter School is located in ATTACHMENT S.

2. Describe the corrective actions the school will take if it falls short of student academic achievement expectations or goals at the school-wide, classroom or individual student level.

a. Explain what would trigger such corrective actions and who would be responsible for implementing them. Please make specific reference to Mississippi's third grade gate law.

Inspire Charter School Performance Framework Includes The Mississippi Third Grade Reading Gate Law.

**SEE ATTACHMENT S
FOR SPECIFICS INCLUDING COMPLIANCE WITH THE MISSISSIPPI READING GATE LAW.**

Components of the ⁸²*Mississippi Literacy Based Promotion Act* also called the Mississippi Reading Gate:

- A student may not be assigned a grade level based solely on age or any other factor that constitutes social promotion.
- Beginning in the 2014-2015 school year, a student scoring at the lowest achievement level in reading on the established state assessment for 3rd grade will not be promoted to 4th grade.
- A 3rd grade student who fails to meet the academic requirements for promotion to the 4th grade may be promoted for good cause.

References for this section are in the Appendix.

Section V: INSTRUCTIONAL STAFF

(10 page limit)

This section will describe the systems in place to promote teacher quality, beginning with a rigorous hiring process and including coaching, evaluation, and professional development.

A. Teacher Recruitment, Hiring, & Retention

1. Describe the protocol that will be used in hiring teachers. Describe the professional backgrounds, depth of experience, and personal qualities that will be sought in teachers and other school staff and how those qualities will help the school achieve its goals.

Inspire Charter School's protocol for hiring teachers will include recruiting quality applicants, screening applications, interviewing candidates, selecting the best qualified candidate and recommending them to the board of approval for hiring consideration. The **School Leader/CEO** will be responsible for the teacher recruitment, interview, selection and recommendation process for the school.

2. What will be done to ensure that all staff hired is "Highly Qualified" in accordance with the Elementary and Secondary Education Act (ESEA) by the timeline designated in the Mississippi Public Charter Schools Act of 2013. Explain other key selection criteria and any special considerations relevant to the school design. Note whether there is a plan to request a waiver for licensed instructional staff.

The **School Leader/CEO** will carefully screen all applications for the teacher candidates to ensure their qualifications for all staff hired are indeed "Highly Qualified" (HQ) in accordance with the *Elementary and Secondary Education Act (ESEA)* and meets the timeline designated in the *Mississippi Public Charter Schools Act of 2013*. Specifically, the school leader will ensure that 75% of the school's teachers are HQ; which means that they are certified and licensed in the areas and subject matter that they will be assigned to teach. The *Mississippi Public Charter Schools Act of 2013* has a provision that allows Mississippi Charter Schools to hire up to 25% of teachers who have college degrees and are diligently working toward teacher certification. These teachers must have the certification process complete within a three-year time frame.

3. What will be done to ensure that all hired staff have received and passed criminal back ground checks, in accordance with the law?

As part of the selection process, the **School Leader/CEO** will require applicants who will be recommended to the school board for hiring consideration complete a background check facilitated by the local police department. The results of the background check will be submitted to the school leader by a police department official for review. If the teacher candidate (and all potential school employees) do not pass a background check will not hired.

4. Describe the timeline for interviewing and selecting teachers. How will the school publicize open positions? Who will make hiring decisions for teachers? How will the school team assess whether good hiring decisions are made on an annual basis?

The **School Leader/CEO** will develop the timeline for interviewing and selecting teachers. Job openings will be posted on the school's website and in local newspapers. Following the recruitment, interviewing and selection process, and the school leader will recommend teacher candidates to the school board for hiring consideration. Only, the school board can officially hire personnel for the school. After the school board approves the hiring of teachers, the school leader will use the *Mississippi State-Wide Teacher Appraisal Rubric* (MSTAR) to assess whether he or she has made a good hiring decision on an annual basis. The MSTAR instrument is very comprehensive and contains strategies and tools to thoroughly evaluate teachers' competencies, strengths and weaknesses to be addressed by the school leader.

5. Explain what cultural competencies will be required of key staff positions in order to appropriately serve the proposed target population.

The **School Leader** will employ a cultural competency assessment as part of the interview process and evaluation process for teachers. The MSTAR instrument has indicators built in that specifically address cultural competency and relevance. The majority of students that will be served will be Black students who come from high poverty backgrounds. It is important that teachers are aware of the cultural backgrounds of their students and be able to understand their learning styles and high expectations for learning.

6. What strategies will be deployed in order to promote retention of the school's best performing teachers? Is there a target retention rate? Is retention part of the annual goal setting process? Does staff retention factor into the school leader's evaluation?

The **School Leader/CEO** will be primarily responsible with the assistance from consultants who have expertise in New Teacher Induction and Continuous Improvement and Retention of veteran teachers. He or she will implement an Inspire **Charter School New Teacher Induction Program** that includes specific training for new teachers, mentoring by experienced teachers and one-to-one time with the school leader regularly to discuss concerns, receive feedback and ask questions about how they can improve their craft. The teacher retention plan for teachers will include a strong emphasis on "teamwork" and professional learning communities and teachers will receive recognition and performance-based incentives based on student achievement as part of the school's compensation plan.

B. Teacher Coaching

1. What are the primary goals for teacher coaching in the proposed school? Are there specific areas on which the instructional leaders expect to focus? What criteria will be used to establish coaching feedback?

The primary goals for teacher coaching at **Inspire Charter School** is to ensure students enrolled at the school receive an **EXCEPTIONAL** education from teachers who have "know how" and a heart for kids that allows them to see them as lifelong learners who deserve a high quality education without excuses.

The **MSTAR** instrument and protocols will be used to establish the protocol for coaching feedback; because it has mechanisms whereby teachers rate their own performance and develop goals to improve along with the school's administration.

2. Describe the school's plan to coach teachers. Which personnel will be involved in teacher coaching? Will teachers receive feedback from non-supervisory coaches or peers?

The **School Leader** is the primary teacher coach for the charter school. He or she will be trained to use the Mississippi Department of Education's MSTAR system to coach teachers to their "personal best" in order for them to become champion quality educators. In addition to the school leader, other teachers and consultants assigned by the school leader will receive non-supervisory assistance via observations, coaching, coaching feedback and model teaching and lessons; especially teachers not making significant progress on MSTAR.

3. What research basis is being used to create classroom observation protocols and feedback instruments? What methodologies will teacher coaches employ to ensure they are delivering relevant and differentiated feedback to drive improved student outcomes? How will the teachers receive coaching and feedback on their instructional planning instrument with feedback

Mississippi school leaders, principals and supervisors are extremely fortunate to have a research-based classroom observation and teacher evaluation protocol that has been developed by the **Mississippi Department of Education** and some of the brightest minds in educational and school improvement in the nation. The development of MSTAR was funded at the state level to ensure that all public schools could equal access to MSTAR to use as their driving instructional improvement instrument that focuses on quality planning and instruction as the means of improving student achievement and increasing teacher quality across the state of Mississippi. MSTAR includes both formal and informal observation tools, teacher reflection strategies and instructional improvement evaluation and coaching strategies.

C. Teacher Evaluation

1. Will the MSTAR framework be a part of the teacher evaluation system? YES.

a. If not, what are the standards that will be used to evaluate teachers? How will these standards be developed?

b. Explain the protocol the school will use to evaluate the performance of the teachers. Who will have primary responsibility to evaluate teachers?

c. Specifically address what role student progress and achievement will play in teachers' evaluations.

Mississippi Teacher Evaluation System (MSTAR) Explained



Inspire Charter School Founders and planners are fans of quality teachers everywhere. Mississippi teacher evaluation systems have taken a turn for the better the advent of a unified and comprehensive teacher evaluation and professional development system called MSTAR (*Mississippi Statewide Teacher Appraisal Rubric*). The **School Leader** and **Academic Leadership Team** for the Inspire Foundation will be responsible for evaluating teacher performance using the MSTAR framework developed by the Mississippi Department of Education. ⁸³**MSTAR Performance Standards** provide a structure to assess teacher performance, with the goal of highlighting and rewarding strengths and identifying and addressing challenges. The teacher performance standards are divided into five domains and each domain

includes standards directly related to that domain. The domains assess the following areas.

MISSISSIPPI STATE-WIDE TEACHER APPRAISAL RUBRIC

Table 18: Mississippi Statewide Teacher Appraisal Rubric (MSTAR) Domains

Domain I	Domain II	Domain III	Domain IV	Domain V
----------	-----------	------------	-----------	----------

⁸³ <http://home.mde.k12.ms.us/docs/procurement-library/m-star-system-guide.pdf?sfvrsn=0>

2. What steps or actions will the school take when teacher performance is unsatisfactory?

The **School Leader** is charged with the responsibility for ensuring that **EVERY** child at Inspire Charter School is receiving a high quality education. In doing so, the school leader **MUST** address unsatisfactory performance by teachers immediately, consistently and justly. When areas of deficiencies are identified, a teacher support system will go into action that will include the school leader, mentor teacher and consultant specialists will begin observing, coaching and providing specific feedback to the teacher (s) with the goal of improving his or her educational practices. Timelines for improvement will be developed and monitored by the school leader with specific improvement actionables that can be observed and measured.

D. Professional Development

THE INSPIRE PROFESSIONAL DEVELOPMENT PLAN IS LOCATED IN ATTACHMENT T.

1. Describe the professional development standards and opportunities that will be offered to the teaching staff, and identify who will be responsible for developing, leading and evaluating professional development at the school. Provide the professional development plan as Attachment T.
2. As a part of Attachment T, provide a scope and sequence, along with an explanation of professional development that will take place prior to school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.
3. Identify the expected number of days/hours for professional development throughout the school year and explain how the school's calendar, daily schedule, and staffing plan will be structured to accommodate this plan. Note whether teachers will have time for common planning or collaboration, and how such time will typically be used.
4. Explain how the professional development program will support staff in the cultural competencies necessary to effectively serve linguistically and culturally diverse students.
5. Explain how the professional development program will be evaluated to assess its effectiveness and success.

E. Pedagogy

1. Describe the expected instructional methodology and strategies that teachers will employ in order to effectively deliver the school's curriculum. Include strategies teachers will use to differentiate instruction to meet the needs of the targeted student population, students with disabilities, students requiring intervention and students needing accelerated curriculum.

Inspire Charter School's Founders and planners are advocates and supporters of quality teachers anywhere and everywhere. They commend great teachers and have established a charter school plan they believe will not only create a high performing charter school; but will also create a model for educational innovation and partnerships for traditional public schools in Mississippi. As competition arises in the educational arena, more children will benefit from everyone trying harder. Founders and planners also recognize the importance of poor and disadvantaged parents having educational options as their more affluent counterparts do. Founders believe that children's parents that are dissatisfied with the child's

current school and do not have the money to send their children to private or parochial schools or lack the education background needed to home school their children should not be held hostage in underperforming school districts. It's simply not fair. **Inspire Charter School** is seeking charter school status to provide the parents and children of Columbus, Mississippi, another high quality education option.

2. What planning tools will teachers use to prepare lessons? How will students' formative assessment data be used to influence teachers' instruction?

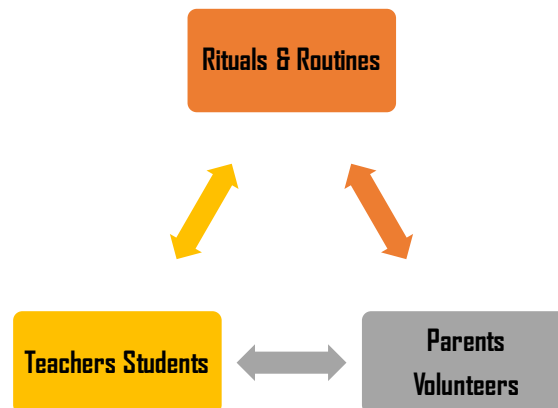
The **School Leader** will provide teachers with the appropriate lesson planning format that incorporates Common Core State Standards and **MSTAR** Teacher planning competencies. Teachers will have access to tools that promote electronic planning and collaboration among teachers and the school leader.

3. How will teachers ensure that each student masters content objectives and develops related skills to demonstrate proficiency across all standards?

Teachers will ensure that students master the content area objectives and develop related skills that demonstrate proficiency across the standards by incorporating the standards at the proficiency expectations into their lesson planning process on a weekly basis. The School Leader will ensure that teachers have the state's standards (CCSS) readily available to them so they can be used in planning. Great teachers know that great learning is a byproduct of great planning and understanding the learning needs of their students individually and collectively.

4. Describe the investment strategies to be implemented to involve students in the school and their academics including any school-specific routines and rituals.

As discussed earlier in the proposal, Inspire Charter School plan to involve students in their own learning, promoting pride in their school and respect for teachers and one another is called **THE INSPIRE WAY**. The Inspire Way is a collection of investment strategies for students, teachers and support staff, parents and volunteers to use to personalize the learning environment and promote a culture of inclusiveness, triumph and motivation to learn at high levels.



The **INSPIRE WAY** will also be indoctrinated into the school's teaching and learning culture through Professional Learning Communities for teachers as discussed earlier in the proposal.

Professional Learning Communities Learning Forward Cycle of Continuous Improvement Strategies

Engage in Continuous Improvement

²⁰ *Professional Learning Communities apply a cycle of continuous improvement to engage in inquiry, action research, data analysis, planning, implementation, reflection, and evaluation.*

- The use of data to determine student and educator learning needs;
- Identification of shared goals for student and educator learning;
- Professional learning to extend educators' knowledge of content, content-specific pedagogy, how students learn, and management of classroom environments;
- Selection and implementation of appropriate evidence-based strategies to achieve student and educator learning goals;
- Application of the learning with local support at the work site;
- Use of evidence to monitor and refine implementation; and
- Evaluation of results.

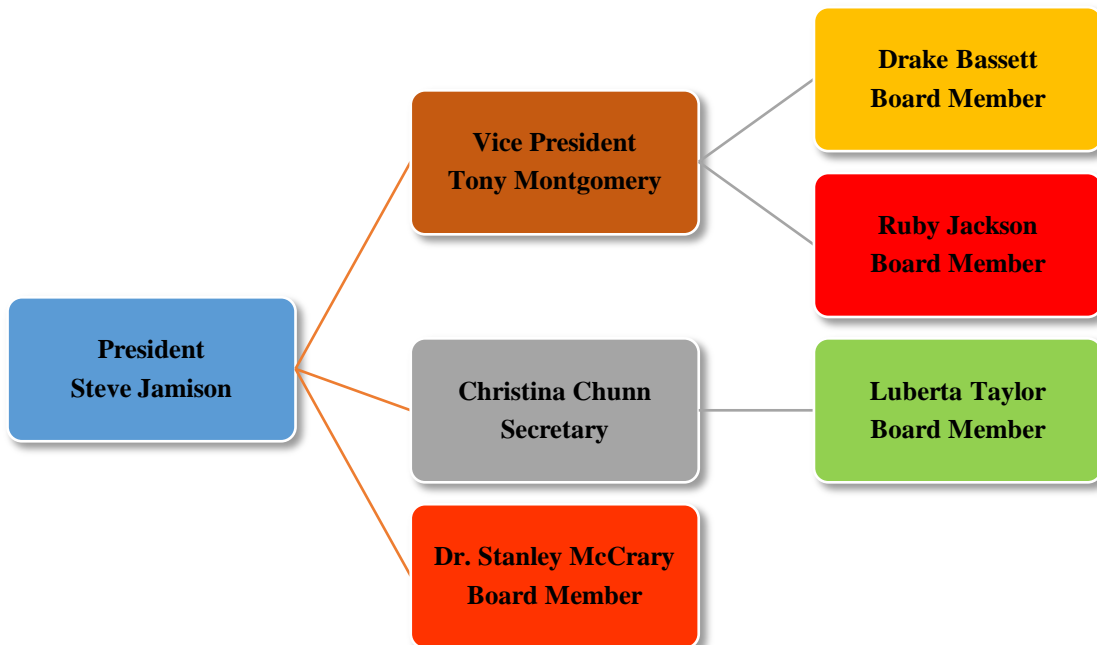
Section VI: GOVERNANCE

(15 page limit)

The Governing Board is the entity legally responsible for holding the charter, entering into the contract with Mississippi Charter School Authorizer Board and overseeing the operation and academic performance of the charter school. Governance includes all financial planning, budgeting and oversight. Below is the budget narrative, where applicants are asked to describe in detail the fiscal plan for the proposed school. The specifics of this plan are requested in the budget form. The two should sync.

A. Governance Philosophy

Local Authorizers: Board of Trustees for Inspire Charter Schools, LEA



1. Explain the general philosophy of governance that will guide the proposed school.
2. What are the roles and responsibilities of the school's board in regards to the school operation? Please make sure that within the answer, management is clearly distinguished from governance responsibilities.

3. How will the board interact with the principal or head of school?

General Philosophy of the key Work of Board Governance

Inspire Charter School's **Governance Board** is responsible for financial and academic oversight for the school. Each board member was provided a charter school questionnaire provided by the *Mississippi Charter School's Authorizers Board* which clearly defines the overarching roles and responsibilities and assurances to ensure there are no conflict of interest violations to serve. The questionnaire was also used to interview potential school board members by Founders and members of the CCEO. The Founders have determined that guidance and training from the *Mississippi School Boards Association* (MSBA) will form the cornerstone for board members to learn, become fully aware and implement the work.

Roles and Responsibilities of School Board Members with Regard to Operations

The MSBA publication, "*So You Want to Become a School Board Member*" was provided to potential board member candidates as an overview and resource guide that describes the key work, chief responsibilities, of as a School Board Member cited here.

⁸⁴ "A member of a school board is a member of a policy making board. The Board addresses the operation of the school district through a set of policy statements that include topics ranging from the legal status of the school district (LEA) to advancing student achievement. The policies are those positions that the Board has taken that give the administrative staff of the district the direction that it needs to operate the district on a day-to-day basis. However, board governance is more than policy making." While policies are essentially rules that are intended to guide and direct district operations, board governance involves more than just making rules. **Boards that make a difference focus on:**

1. **Board Self-Management and Ethics,**
2. **Planning and Goal Setting,**
3. **Performance Monitoring, and**
4. **Community Engagement.**

The board member is not directly responsible for the day-to-day operations of the school district but leaves issues and problems to be resolved through the proper channels of the school organization. The Board handles issues and problems only at board meetings and only after all other avenues of resolution have been exhausted." ⁸⁴

Board Members and School Leader Interactions for School Success

The **Board of Trustees** (School Board) will be responsible for recruiting, interviewing, selecting and hiring a **School Leader/CEO** for **Inspire Charter School**. After the selection has been made, the school board and school leader will participate together in the ⁸⁵*Mississippi School Boards Association's Annual Training* opportunities and conferences to stay abreast of the roles and responsibilities; especially in the areas of the separation of board governance from administrative responsibilities that are managed by the school leader. The training sessions offer extensive training in the trends in effective school board governance. In addition, Board members will participate in "Saturday Strategic Planning Workshops" where they will be kept abreast of the school's progress by the School Leader and his or her Leadership Team and consultants including charter school consultants who will train them on the tenets of being an exemplary board member for a charter school realizing there are specific qualities, attributes and responsibilities needed to provide appropriate governance for educational entities that differ from traditional public schools. A key board governance resource to be utilized during Saturday Workshops is

the National Charter Schools Resource Center's ⁸⁶ "Creating and Sustaining High Quality Charter schools Governing Boards."

B. Board Capacity and Structure

1. School Oversight As Attachment U, provide an organizational chart that clearly presents the school's organizational structure, including lines of authority and reporting between the governing board, education service provider (if applicable), staff, related bodies (such as advisory bodies or committees), and any other external organizations that will play a role in managing the school.

THE ORGANIZATIONAL CHART FOR INSPIRE IS LOCATED IN ATTACHMENT U.

2. Outline the key expectations for board members.

a. What actions would trigger removal from the board and under what process?

ACTIONS THAT WOULD TRIGGER A BOARD MEMBERS REMOVAL

The Removal of a Board Member from the Board of Trustees for the charter school will be triggered by any or all of the following items:

- ✓ **Blatant Policy Violations** – Any blatant unethical acts that violate the policies of the Board, its bylaws or other such laws may be considered a reason to remove a Board member.
- ✓ **Breaking the Law** – A sitting Board member who is arrested and convicted of a crime may be removed from office at the discretion of the remaining Board members
- ✓ **Conflict of Interest** – A Board member who knowingly violates a conflict of interest policy may be removed from the Board.
- ✓ **Board Code of Ethics Violations** – Any Board member who is determined to be guilty of an egregious ethics violation may be removed from the Board.
- ✓ **Excessive Absences** – If a Board member misses two consecutive Board meetings or 4 total meetings within a fiscal year, it shall be deemed as cause for removal.
- ✓ Moving out of the district in which it serves

Should a Board member be recommended for removal the following process will be used in the order describe here unto:

1. **Formal Notification** – The Board member will be notified in writing by the Board or a representative of the Board of the violation
2. **Review by the Board** (may include Attorney General and/or MSBA opinion) – Any Board member who is recommended for removal shall have a chance to appeal to the Board to present their cause. The Board shall review all pertinent information and make a recommendation during an executive session.
3. **Determination by the Board** – The Board shall require a vote of two-thirds of its members present and voting to remove a Board member.

b. What are the attendance and committee service requirements for board members?

Attendance Requirements:

1. Board members are expected to attend all regularly scheduled Board meetings.
2. Board members are also expected to attend all special meetings.
3. If a Board member misses two consecutive regularly scheduled meetings, it shall be deemed cause for removal.

4. If a Board member misses 4 regularly scheduled meetings total within a fiscal year, it shall be deemed cause for removal.
3. Describe the size and composition of the governing board, both in the present and future.

Community Service Requirements:

1. Each **Inspire Charter School Board Member** shall be expected to serve on at least one committee
2. Each member shall regularly attend the meetings of their committee and conform to the attendance requirements agreed upon by the committee.

a. Identify key skills, areas of expertise, and constituencies that will be represented on the governing board, as well as their involvement with the school's target population.

The **Inspire Charter School Board of Trustees/School Board** is comprised of **7 members** who reside in Columbus/Lowndes County, Mississippi, who applied to serve on the board and was selected after a thorough vetting, interview with Founders and Planners and selection process. We believe them to be an extremely professional, community-minded, devoted to children and their right to a “high quality” education.

Board Size, Composition, Expertise/Constituencies Represented

1. Inspire Charter School's Board composition is reflective of student demographics as specified in the charter law.
2. Inspire Charter School's potential Board membership originated from Founders who are dedicated to community involvement and providing a quality public education parental option.
3. Inspire Charter School's Board composition reflects the Founders' core values to promote, business and cultural diversity and unity.
4. Inspire Charter School's Board composition reflects a combination of representation from the following areas of expertise and or backgrounds:
 - **Parents**
 - **Educators**
 - **Community Outreach**
 - **Business**
 - **Finance or Fundraising**
 - **Science Technology Engineering or Math**
 - **Military (Desired, but not Mandatory)**



Potential Board Members Attending a CCEO Training
www.cceofoundation.org

b. List all current board members and their roles, and summarize their interests in and qualifications for serving on the school's board.

1. **Tony Montgomery, President** – Pastor, Real Estate Appraiser, Vice President, NAACP
2. **Steve Jamison** – Pastor, Construction Company Owner, Humanitarian
3. **Christina Chunn, Board Secretary** – Parent, Department of Health & Human Services Official
4. **Drake Bassett, Board Member** – Executive Director of an Orphanage for Homeless and Abused Children (Palmer Home)
5. **Dr. Stanley McCrary**, Board Member – Pastor, Author, Retired Military, Toast Master
6. **Ruby Jackson**, Board Member – Parent, Community Counseling Professional

7. **Luberta Taylor**, Board Member – Retired Teacher, Educational Consultant, Entrepreneur

c. How will the proposed composition ensure that: (a) the school is an educational and operational success and (b) that key stakeholders and community members will be active in the governance of the school?

Realizing the Inspire Charter School would become a LEA (Local Education Agency) in accordance with the Charter School Law, Board composition includes parents who are their child's first and most formidable advocate. Founders were seeking courageous community leaders who have the best interest for children's education at heart and realize parents are the best advocates for their children and have a willingness to make the school one of the best charter schools in the nation. We believe we have found the right board members for this tremendous task and a wonderful opportunity to be a part of history in the State of Mississippi.

The Composition of the **Inspire Charter School Board** has a strong diverse skill set. The Board is comprised of people with skills Business Management, Non-Profit Management, Educational, Military, Contracting, Insurance and parenting. The Board represents a great cross-section of individual stakeholders. They have skills that position the Board well to understand data and manage policies in a fiscally responsible manner. All of the Board members have demonstrated a strong commitment to the development of others, children in particular.

Additionally, the entire process for the development of the Charter School Proposal had strong community involvement. The compliance with open meeting laws in addition with the strong belief held by all Board members that INSPIRE is a school “of the community, by the community and for the community” it is essential that community involvement continue to be considered paramount to long-term growth and success.

d. As Attachment V, provide a completed Charter School Board Member Questionnaire for each listed board member. The Questionnaire can be found in the Application Toolkit.

BOARD QUESTIONNAIRES AND RESUMES ARE PROVIDED FOR BOARD MEMBERS IN ATTACHMENT V.

4. Explain the criteria and procedure by which board members have been and/or will be selected.

Cultural Diversity Targets (racial, gender and parental) Used to Recruit Board Members:

<u>RACE</u>	<u>GENDER</u>	<u>PARENTS (2 Minimum)</u>
African American (6)	Male (3-6)	No Preference
Caucasian/Other (3)	Female (3-6)	No Preference

** Targets are for a total board composition of 9 members after the school opens.*

5. Identify your timeline to recruit additional members and the skill sets you plan to add to the board.

Pending approval by the **Mississippi Charter Schools Authorizers Board** and after the school opens, the Board of Trustees may add additional parent representative to the board and/or add Parents/Community and Scholars Advisory Council.

6. Explain the board development plan for increasing the capacity of the governing board.

a. What kinds of orientation or training will new board members receive, and what kinds of ongoing development or training will existing board members receive?

BOARD MEMBER TRAINING SLATE & OPPORTUNITIES

The Board of Trustees for Inspire (INSPIRE) Charter School shall be required to participate in school board training as part of state law for governing bodies for Local Education Agencies. For Mississippi, board training is conducted primary through the *Mississippi School Boards Association* whereby board members must maintain a record of trainings attended annually in order to continue to qualify to serve in that capacity.

<http://www.msbaonline.org/>

■ Pre-Opening Board Member Orientation & Questionnaire Training:

Each Board member shall be required to receive the following education or training on the aspects of the *Mississippi Charter Schools Authorizers Board Questionnaire*.

■ Board Quality Assurance Steps for On-Going Training:

- Each Board member will go through orientation training as prescribed by INSPIRE Charter School. This training will include a review of “*So you want to be a Board Member*” (MSBA), in addition to the Vision, Mission, and Goals of INSPIRE Charter School.
- Next, board members will complete ongoing training with the *Mississippi School Boards Association* in effective governance principles, legal aspects of being a board member, fiscal aspects of being a board member, ethical aspects of being a board member and student achievement results aspects of being a board member.

b. When will this training occur and what topics will be addressed?

- Once becoming a Board member, they will attend *New Board Member Orientation Training* as required by the Mississippi School Board Association. This orientation training will be required to be completed prior to serving on the Board in a decision making capacity. Each Board member will also attend annual training as required by MSBA.
- It is extremely important that before each year begins, that the Board is reminded “why” the School exists and “what” it aims to accomplish. For this reason, an annual *Board Members Strategic Planning Training* will be held during the summer months in preparation for each new school year.

7. How frequently will the board meet?

The Board of Trustees will have one (1) regular meeting per month. Special meetings may be called from time to time.

8. How will board agendas, minutes and decisions be reported to stakeholders?

The Board of Trustees for Inspire Charter School believes that the community, stakeholders, families and taxpayers should be aware of how their LEAs are allocating funds to support quality education and financial accountability. To this end, transparency in posting board agendas and minutes that will contain the record of decisions and actions taken by the board will be posted within an on-line portal/platform that allows public access to the system to view all documents (*Board Book*). The charter School Leader shall also keep a hard copy of all board materials in his or her office that citizens can request to view on campus at any time.

<http://www.boardbook.org/>

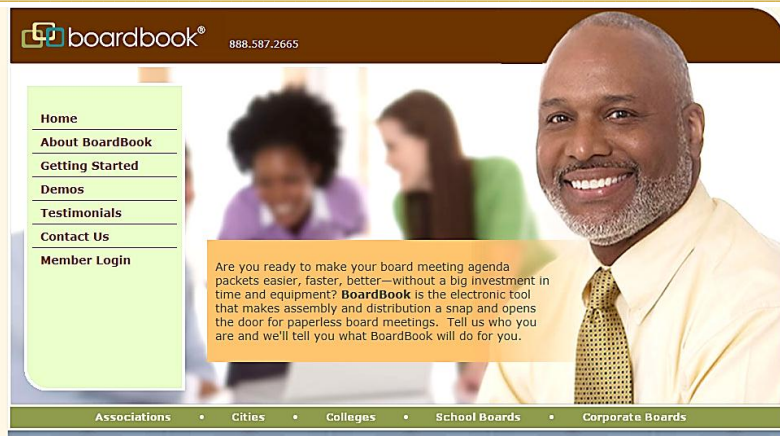


Image Credit: www.boardbook.org

The Board of Trustees for Inspire Charter School will open meeting laws. Hard copies of agendas will be also available for each meeting and minutes will be available to stakeholders upon request.

C. Board Oversight

1. How will the board approach its oversight role? Describe the metrics or progress indicators that the board will consider in its analysis of the school, as well as how the board will receive this information (i.e., dashboard.) Be sure to include both the academic and financial metrics, and the frequency with which the board will review these metrics. These metrics will likely inform any contractual agreements subsequent to application approval.

According to *Mississippi School Boards Association, So You Want to Be a Board Member* document, a good acid test for whether or not an item is “Board Work” is, “Does the answer to this question require professional knowledge, expertise or training? If so, it is the domain of the Superintendent. Making professional judgments is not required, expected (or desired) of Board Members. That is why professional knowledge is not a requirement of running for the Board.” In the case of Inspire Charter School, the Charter School Leader (School Leader) **is also the LEA’s Chief Executive Officer (CEO)/Superintendent**. The Board shall approach its role in oversight using the philosophy that “the Board does not solve problems. The Board’s uses policy to establish criteria for how problems will be solved (MSBA, *So You Want To Be a Board Member*, pg. 2)

Measure the School Board will Use for Approach Oversight to Avoid Micro-Management

The Board shall also use the following metrics to determine if a course of action needs to be reviewed, changed, or further understood in the carrying out of the Charter’s Vision and Mission.

1. Student Achievement Data via State Assessment Data
2. Student Achievement data via Standardized Achievement Data (ACT & NAEP)
3. Student Achievement Data via Student Progress Monitoring Data
4. School Accountability Success data via the School’s State Rating (A, B, C, D or F)
5. Discipline Data
6. Graduation Rate Data
7. Retention Rate Data
8. Attendance and Drop Out Rate Data
9. Parent Involvement Data
10. Financial Accountability Data
11. Revenue and Expenses Budget Data
12. Tax Collections Data, State and Federal Funding Data,

13. External Funding Data (Grants, Fundraising, Contributions & Donations)
14. Quality Local, State, and National Partnerships Data
15. Efficiency of Contracted Services Data
16. Personnel

2. How will the board oversee and implement the school's grievance process and policy?

a. What is the role of the board when a staff member or a family member has a grievance?

Role of the Board of handling Grievances:

The main objective of the Board in an instance of grievance is to ensure that the school's policy related to the matter is understood and being followed. It is the desire of the Board to allow grievances to be handled by the School Leader whenever possible. The Board recognizes that there are times when the action taken by a School Leader does not satisfy either a staff member or a scholar's family member. At those times the Board will follow its grievance policy as outlined below.

If the petitioner is not satisfied with the decision of the School Leader he/she may appeal to the school Board of Trustees in writing within ten (10) business days of the receipt of the School Leader's response. In an attempt to resolve the grievance, the Board shall review all relevant information and meet with the concerned parties and / or their representatives within thirty (30) days of the receipt of such an appeal. A copy of the Board's decision concerning the appeal shall be sent to each party within fifteen (15) business days of this meeting. The petitioner may file a complaint with the Office for Civil Rights or the EEOC at any time before or during the grievance procedures.

Source: Community Academy Public Charter School – Grievance Procedure
<http://www.capcs.org/docs/CAPCS%20Documents/RevisedGrievanceProcedure.pdf>

Goals of the Board in Monitoring and Resolving complaints:

b. What are the goals of the board in terms of monitoring and resolving staff and family complaints?

The **Inspire Charter School Board** will make every effort to ensure that all students have adequate opportunity to voice any complaints and have them dealt with in an expedient manner whenever possible. The charter school has been developed with a great deal of input from the community and other stakeholders. The community, staff and family members will receive a written response to **100%** of the complaints received in writing.

D. Board Status and Compliance

1. Describe the proposed school's legal status, including whether Articles of Incorporation have been filed and whether the school has obtained federal tax-exempt status.

The Articles of Incorporation have been filed for Inspire Charter School and the Mississippi Secretary of State have approved the articles and assigned the school a legal status for a non-profit organization.

2. Describe the process by which the proposed school board developed its Articles of Incorporation and Bylaws.

The Articles of Incorporation has been filed and completed and the 501C-3 application has been completed and filed with the IRS. The status has not yet been obtained. The draft Bylaws have been developed and shall be ratified upon successful obtaining authorization

3. Provide as Attachment W the proposed or filed Articles of Incorporation, the governing board's Bylaws, and the board's Conflict of Interest Policy.

Inspire Charter School Conflict of Interest Policy is located in ATTACHMENT W.

4. Describe how the school and governing board will comply with Mississippi Code § 25- 41-1 et seq and Mississippi Code § 25-61-1 et seq, which pertain to open meetings and open records laws.

OPEN MEETINGS COMPLIANCE STATEMENT

Inspire Charter School is a public school board and is thereby a public entity. It shall conduct all meetings as open meetings and shall make the public aware of the meetings, place, time, and business to be conducted in the meetings. The minutes of the meetings shall be a matter of open record and may at a member of the public's request be reviewed by the public. The agendas for the meetings and the minutes be open for public inspection All meetings shall be posted Special meetings shall be posted at least 24 hours in advance of the special meeting and the public shall be made aware of the business to be discussed during the meeting. Mississippi Code § 25-41-11. The Board shall have the authority to go into closed determination or closed session for the purpose of discussing of personnel matters or other items such as contract negotiations, agreements, personnel matters, security agreements, property negotiations, obtaining legal advice, individual student discussions, executive searches or other matters whose open discussion may violate the rights of the affected parties.

E. Budget and Policy Narrative

When developing the budget, applicants should become familiar with Mississippi Code § 37-28-55, where details regarding state, local, and federal funding sources can be found. Also, remember to withhold the 3% authorizer fee from state and local dollars to support the Authorizer Board. As a general recommendation, applicants should do their due diligence in ensuring that the budget and budget narrative are consistent with other sections of the application. All applicants are required to submit a complete charter application budget as a separate electronic document in Microsoft Excel. Applicants do not need to submit a hard copy of the budget form.

1. In the budget file submitted, detail a proposed budget for the start-up year and subsequent five years.

A COMPLETE AND COMPREHENSIVE PROPOSED BUDGET INCLUDING EXPENSES YEAR TO YEAR, CASH FLOW PROJECTIONS, REVENUES, EXPENSES, FUNDING RATES, AND BUDGET ASSUMPTION ARE INCLUDED IN THE BUDGET FILE ATTACHED TO THIS PROPOSAL.

See budget file.

a. Budget should provide reviewers with good visibility to clear assumptions around funding rates and drivers. Applicants should include any notes within the budget file to substantiate source behind key assumptions.

b. Any increase to revenues, expenses, funding rates, from year to year, should also be noted and substantiated.

See budget file.

c. File should also include start-up and first-year cash flow projections with clearly stated assumptions regarding timing of revenue and expenses.

See budget file.

2. Additionally, submit a budget narrative that provides additional information around budget decisions and line items within the budget file. Be sure to include a statement of how each line item helps the school to meet its vision and goals. There should be a discussion of the broader financial outlook of the proposed school, foreseeable risks, and efforts towards sustainability and solvency.

Included in Budget and Budget Narrative

3. Describe the anticipated private revenue sources including contributions and grants.

Included in Budget and Budget Narrative

a. Note which are secured and which are anticipated. Provide evidence of secured and anticipated fundraising contributions in Attachment X.

Included in Budget and Budget Narrative

b. Describe how each revenue stream will be used in support of non-core operational expenses.

Included in Budget and Budget Narrative

c. Disclose all sources of private funding and all funds from foreign sources, including gifts from foreign governments, foreign legal entities and domestic entities affiliated with either foreign governance or foreign legal entities. Provide evidence of secured funds as part of Attachment X.

Included in Budget and Budget Narrative

d. Detail any contingency plans should these anticipated private revenue sources not be secured.

Inspire Charter School Board of Trustees will establish a contingency plan should anticipated revenue sources not be secured. The following elements will comprise the charter school's contingent plan:

- Inspire Charter School Line of Credit,
- Inspire Charter School Crowd Funding,
- Inspire Charter School Grants and External Funders Plan,
- Inspire Charter School Benevolent Fund,
- Inspire Charter School Fundraising Plan.

4. Describe the fundraising plan for the first year, as well as any additional fundraising that will need to occur over the next five years.

a. Detail who will be involved with fundraising, and any contingency plans should anticipated funds not be secured.

THE FUNDRAISING PLAN IS LOCATED IN ATTACHMENT X.

5. Describe any services to be contracted, such as business services payroll and auditing services, including costs and criteria for selecting such services.

a. Which services, if any, will be contracted out with the local education agency?

The Board of Trustees for Inspire Charter School does not anticipate contracting out any operational or management services with the local education agency.

The Board of Trustees for Inspire Charter School does anticipate contracting bus transportation, financial services, legal services, insurance services, professional development and technical assistance services, maintenance and grounds services and security services.

b. How will the board avoid any conflicts of interest in the awarding of services and contracts?

No Board of Trustees Member or any family member shall award services contracts to any entity that represents a conflict of interest in accordance with the state's guidelines and ethics review board; which is the State's Attorney General's office for the State of Mississippi.

6. Please provide the costs associated with the facility plan presented earlier in the application. If the facility plan included any renovation or construction plans, please details the estimated costs, timeline, and financing associated with the proposed plan.

The lease agreement for an existing school facility is included in **ATTACHMENT M** that details the agreement, assurances, and responsibilities for the lesser and the Board of Trustees. Minor renovations are planned for the facility that will take place pending approval and contingent upon receiving a charter contract from the Mississippi Charter Schools Authorizers Board. No construction is planned at this time.

7. If anticipated revenues are not received or are lower than expected, what specific changes will be made to ensure the school meets its financial obligations (explain in narrative format)?

a. What are the established benchmarks the board will use for financial performance?

Plan to Meet Financial Obligations and Benchmarks:

The Board of Trustees plan to use scalable solutions for efficiently operating the charter school that takes into account conservative estimates for student enrollment and operational costs. The personnel and support staff costs for the school are budgeted cost efficient rates that are appropriate for the qualifications will perform multiple duties that are in line with their experience and expertise. Instructional costs for supplies and materials will be off set with blended learning applications that are cost efficient and requires far less paper consumption and consumable instructional materials than traditional classroom. **Budget projections and budget actuals will be used as the school's financial benchmarks.**

b. In addition, is there a contingency set aside in this budget?

8. If there are any anticipated cash shortages, please identify those and describe how the proposed school will meet its cash obligations. If there is a plan for the proposed school to take on any short-term or long-term debt, please provide an overview of amount, assumed borrowing costs, and anticipated term.

Inspire Charter School is a start-up school. The Board of Trustees does not anticipate any cash shortages due to its conservative budgeting and scalable use of contracted services.

9. Describe the systems, policies and procedures, including internal controls, which will be in place to responsibly manage accounting, purchasing, payroll, and financial reporting requirements including a year-end audit.

THE SCHOOL'S FINANCIAL POLICIES CAN BE FOUND IN ATTACHMENT Y.

a. Provide copies of the school's financial policies in Attachment Y. These policies must include an audit policy that complies with Mississippi Code § 37-28-57.

⁸⁴ <http://www.msbaonline.org/LinkClick.aspx?fileticket=nhIz64k4GvA%3d&tabid=323>

⁸⁵ <http://www.msbaonline.org/BoardMembers/ContinuingEducation/tabid/261/Default.aspx>

⁸⁶ http://www.charterschoolcenter.org/sites/default/files/Governing_Board_v3.pdf

Section VII: WAIVERS (as needed)

Request for waiver from Mississippi Code § 37-28-47, relating to employment of a nonimmigrant foreign worker

Rationale for Waiver

NA - NO WAIVERS REQUESTED

Request, including efforts to recruit lawful permanent residents of the United States for the relevant position(s)

How will a waiver of this statute help student achievement?

Section VIII: (if applicable): Conversion Charter Schools

(6 page limit)

NOT APPLICABLE – INSPIRE CHARTER SCHOOL IS A START UP SCHOOL

The Mississippi Charter School Authorizer Board also welcomes conversion school applicants who specifically wish to provide a high quality option for students where a majority of parents and/or teachers and/or school board members of the existing school wish to convert the existing non-charter public school, or where the existing school is undergoing State or District turnaround efforts. Conversion charter schools must have a clear plan for dramatically improving persistently underperforming school cultures, significantly raising student achievement and effectively meeting the needs of at-risk populations, especially students with disabilities. These conversion school applicants are expected to establish strong partnerships with the school community.

Please address the following questions if a conversion school is being proposed.

A. Petition.

1. As Attachment Z, provide the petition signed by a majority of teachers or a majority of parents of students in the existing non-charter public school, or by a majority vote of the local school board, or in the case of schools in districts under state conservatorship, by the State Board of Education.

B. Community Need & Support.

1. Why is the non-charter public school being proposed for conversion into a charter school?
2. What specifically will be done to seek parent and community support?

C. Student Recruitment & Enrollment.

1. Describe the plan for successfully recruiting, transitioning, and retaining students who are in the existing school or who would be going to the existing school.
2. As part of Attachment I, provide the school's policy for giving enrollment preferences to students who reside within the former attendance area of the converted public school. This policy should also provide for the enrollment of students outside of the former attendance zone but within the school district in the event that the school has excess capacity after enrolling resident students. The policy should state lottery procedures for students seeking excess capacity seats if these seats become oversubscribed.

D. Addressing the Needs of a Turnaround

INSPIRE STEM & ARTS SCHOLARS ACADEMY

1. Describe how the proposed school will meet the needs of the student population currently attending the underperforming school.

a. How will a strong school culture be built?

b. How will the proposed educational model ensure the school significantly raises student achievement?

2. Provide an accelerated phase-in plan that details how the proposed school would take responsibility for all grades and all existing programs of a school, including programs for students with severe disabilities, English Language Learner programs, and any early childhood education programs.

3. Please describe the plan to work with the existing school during the transition.

Section IX: (if applicable): Education Service Provider Relationship

(11 page limit)

NOT APPLICABLE - INSPIRE CHARTER SCHOOL WILL NOT CONTRACT WITH AN ESP

If the proposed school intends to contract with an education service provider (ESP) – such as a charter management organization – provide the following additional information:

A. ESP Selection

1. Explain how and why the ESP was selected.

B. Background Information

1. As Attachment AA, provide background information, including proof of United States citizenship, on the principal individuals affiliated with the ESP. Background information should include a resume for each of the principal individuals.
2. As part of Attachment AA, provide evidence that the ESP is a nonprofit organization. This evidence should include an IRS tax-exempt determination letter.

C. ESP Track Record

1. List of all schools operated by the ESP that serve the same grade levels as and student populations demographically similar to the anticipated population of the proposed school. Include name, year opened, contact information, location, number of students, and contact information for the authorizer for each currently operating school.
 2. Explain the ESP's success in serving student populations similar to the target population of the school. Describe the ESP's demonstrated academic track record as well as successful management of non-academic school functions (e.g., back-office services, school operations, extracurricular programs).
 3. As Attachment AA, provide student performance data, including disaggregated student performance data (growth data where possible), for all schools operated by the ESP that serve the same grade levels as and student populations demographically similar to the anticipated population of the proposed school.
1. Provide evidence of the financial health of the ESP in Attachment T.

D. Legal Relationships

1. As a part of Attachment U, provide evidence that the board is independent from the ESP and self-governing, including separate legal representation of each and arms-length negotiating.

2. Disclose and discuss any existing or potential conflicts of interest between the ESP or any affiliated business entities and the school governing board.

3. If the charter school intends to enter into a lease, execute promissory notes or other negotiable instruments, or enter into a lease-purchase agreement or other financing relationships with the ESP, the applicant must provide evidence that such agreements are separately documented and not a part of or incorporated in the ESP agreement as part of Attachment BB.

E. Contract

1. As Attachment BB, provide the term sheet for the ESP which must include the following:
 - a. The proposed duration of the service contract;*
 - b. Roles and responsibilities of the governing board, school staff, and the ESP;*
 - c. The scope of services and resources to be provided by the ESP;*
 - d. Performance evaluation measures and timelines;*
 - e. The compensation structure, including clear identification of all fees to be paid to the ESP;*
 - f. Methods of contract oversight and enforcement;*
 - g. Investment disclosure; and*
 - h. Conditions for renewal and termination of the contract.*

2. Provide a detailed description of the roles and responsibilities of the ESP in contrast with the roles and responsibilities of the governing board and school staff.

3. Describe the scope of services and all resources to be provided by the ESP.

4. Describe the oversight and evaluation methods that the Board will use to oversee the ESP.
 - a. What are the school-wide and student achievement results that the management organization is responsible for achieving?*
 - b. How often, and in what ways, will the board review and evaluate the ESP's progress toward achieving agreed-upon goals?*
 - c. Will there be an external evaluator to assess the ESP's performance?*

- d. What are the conditions, standards, and procedures for board intervention, if the management organization's performance is deemed unsatisfactory?

5. Describe the compensation structure, including clear identification of all fees to be paid to the ESP.
 - a. What is the schedule on which the ESP will receive compensation?*

6. Describe the financial responsibilities of the ESP, including the ownership of items purchased with public funds.

- a. Which operating and capital expenditures will each party be responsible for?*
- b. What types of spending decisions can the management organization make without obtaining board approval?*
- c. What reports must the management organization submit to the board on financial performance, and on what schedule?*

7. Explain the duration, renewal, and termination of the management agreement.

- a. How often will the management agreement be renewed?*
- b. Describe the conditions that both the ESP and the school must satisfy for the management agreement to be renewed.*
- c. Describe the procedures for determining whether the management agreement will be renewed.*
- d. On what grounds can the ESP or the school terminate the management agreement for cause (including provisions for notice to the other party)?*
- e. What are any conditions under which either party may terminate the management agreement without cause?*
- f. List any indemnification provisions in the event of default or breach by either party.*

Section X: (if applicable): Applicants Currently Operating One or More Schools in Any State of Nation

**NOT APPLICABLE - INSPIRE CHARTER SCHOOL IS A START UP SCHOOL
NOT AFFILIATED WITH AN ESP/CMO**

1. Discuss and provide evidence of past performance.
2. Discuss and provide evidence of current capacity for growth.
3. Provide evidence of statistically significant gains in student achievement or consistently produced proficiency levels as measured on state achievement tests. Ensure that this data is disaggregated by student subgroup, highlighting the performance of students who are of a similar demographic of those the applicant is seeking to serve in the proposed charter school.
This will be Attachment CC.

This page is blank.

ButlerSnow 18466349v1

INSPIRE CHARTER SCHOOL APPENDIX SECTION

REFERENCES FOR SECTIONS NOTED IN THE PROPOSAL

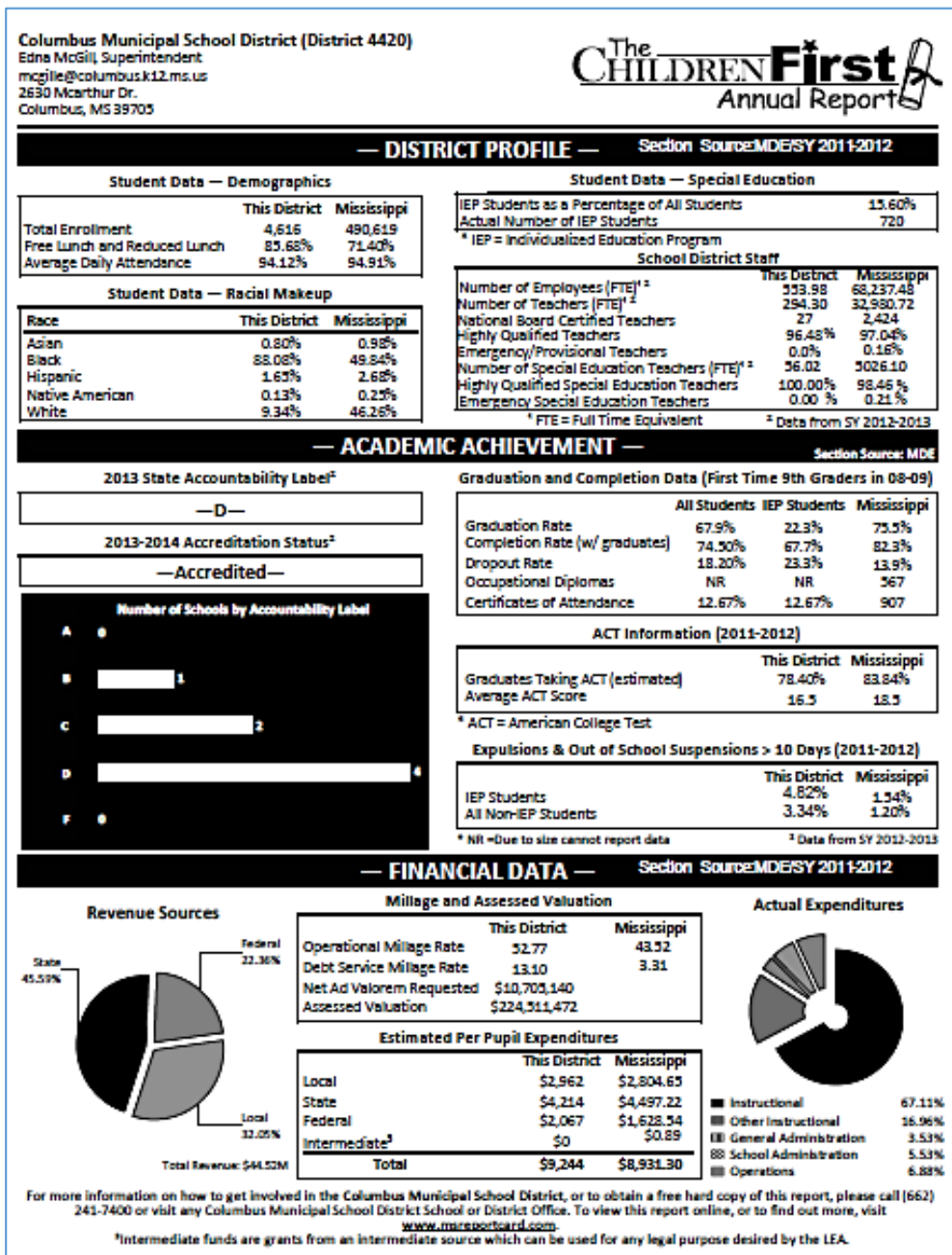
- ⁸ <http://www2.ed.gov/rschstat/eval/other/small-communities/final-report.pdf>
 - ⁹ <http://www.columbuscityschools.org/documents/CFR2013.pdf>
 - ¹⁰ <http://www.msreportcard.com/rc2012/nclb/district/4420.pdf>
 - ¹¹ <http://www.aecf.org/Newsroom/NewsReleases/HTML/2014/LowReadingScores.aspx>
 - ¹² <http://www.msreportcard.com/rc2012/nclb/district/4420.pdf>
 - ¹³ <http://www.parentcorticalmass.com/2011/0>
 - ¹⁴ <http://whitehouse.gov/sites/default/files/microsites/ostp/pcast-stemed-report.pdf>
 - ¹⁵ <http://reports.mde.k12.ms.us/data/>
 - ¹⁶ <http://reports.mde.k12.ms.us/data/nclb/2013/District/4420%20Revised.pdf>
 - ¹⁷ <http://quickfacts.census.gov/qfd/states/28/2815380.html>
 - ¹⁸ <http://www.cceofoundation.org>
 - ¹⁹ <http://www.themsms.org/directory/>
 - ¹⁹ <http://columbus-arts.org/>
 - ¹⁹ <http://web3.muw.edu/outreach/adult-enrichment-programs/lep>
 - ¹⁹ <http://www.mde.k12.ms.us/curriculum-and-instruction/staff>
 - ¹⁹ <http://msreads.org/default.htm>
 - ¹⁹ <http://www.teachforamerica.org/where-we-work/mississippi>
 - ¹⁹ <http://www.jsums.edu/stem/>
 - ¹⁹ <http://www.gk12.msstate.edu/>
 - ¹⁹ <http://mississippi.baeo.org/>
 - ²⁰ <http://learningforward.org/standards-for-professional-learning>
 - ²¹ <http://www.mde.k12.ms.us/curriculum-and-instruction/curriculum-and-instruction-other-links/response-to-intervention-teacher-support-team>
 - ²² <http://www.clarionledger.com/article/20131119/OPINION02/311190304/Anti-Bullying-Laws-Mississippi>
 - ²³ <http://www.learningfirst.org/sites/default/files/assets/LFASafeSupportiveSchoolsReport.pdf>
 - ²⁴ <http://www.pbis.org/>
 - ²⁵ http://www.marzanoresearch.com/resources/tips/hec_tips_archive
 - ²⁶ <http://www.achievementfirst.org/>
 - ²⁶ <http://www.greendot.org/>
 - ²⁶ <http://www.kipp.org/>
 - ²⁶ <http://www.uncommonschools.org/usi/home/index.html>
 - ²⁶ <http://aspirepublicschools.org/>
-
- ³⁰ Epstein, J., Sanders, M., Simon, B., Salinas, K., Jansorn, N., & Van Voorhis, F. (2002). *School, Family, and Community Partnerships: Your Handbook for Action*, Second Edition. Thousand Oaks, CA: Corwin Press
 - ³¹ <http://www.ahaprocess.com/>
 - ³² http://www.huffingtonpost.com/2012/05/17/absent-students-chronic-absenteeism-dropouts_n_1522673.html
 - ³³ [http://www.mde.k12.ms.us/management-information-systems/ms-student-information-system-\(msis\)](http://www.mde.k12.ms.us/management-information-systems/ms-student-information-system-(msis))
 - ³⁴ <http://www.mde.k12.ms.us/dropout-prevention-and-compulsory-school-attendance/compulsory-attendance>
 - ³⁵ <http://www.mde.k12.ms.us/docs/healthy-schools-environment-services/pupil-transportation-laws.pdf?sfvrsn=2>
 - ³⁶ <http://www.mde.k12.ms.us/healthy-schools/nutrition-services>
 - ³⁷ <http://www.charterschooltools.org/tools/InterimFindingsCMO.pdf>
 - ³⁸ www.charterschooltools.org
-
- ³⁹ <http://parconline.org/about-parcc>
 - ⁴⁰ <https://districtaccess.mde.k12.ms.us/curriculumandInstruction/MississippiCurriculumFrameworks/ELA/MS-CCR-Standards-ELA.pdf>
 - ⁴¹ <http://www.mde.k12.ms.us/student-assessment>
 - ⁴² <http://www.isa.org/InTechTemplate.cfm?template=/ContentManagement/ContentDisplay.cfm&ContentID=83593>
 - ⁴³ <http://datacenter.kidscount.org/data/tables/3740-poverty-byage?loc=26&loct=2#detailed/2/any/false/868,867,133,38,35/255,2713,214/13287,7697>
 - ⁴⁴ <http://www.changetheequation.org>
 - ⁴⁵ [https://www.rcu.msstate.edu/Portals/1/Documents/Public/CUR/Curriculum/Middle_School/\[M\]_STEM_Applications_\[2011\].pdf](https://www.rcu.msstate.edu/Portals/1/Documents/Public/CUR/Curriculum/Middle_School/[M]_STEM_Applications_[2011].pdf)
 - ⁴⁶ <http://www.parconline.org/mississippi>
 - ⁴⁷ <http://www.mde.k12.ms.us/curriculum-and-instruction/curriculum-and-instruction-other-links/common-core-state-standards>
 - ⁴⁸ <http://parconline.org/about-parcc>
 - ⁴⁹ <http://www.projectlearning.org/commoncore/scopessequence/cc.html#CCK>
 - ⁵⁰ <http://www.fas.org/sgp/crs/misc/R42642.pdf>
 - ⁵¹ <http://www.mde.k12.ms.us/ms-college-career-standards>
 - <http://www.stemedcoalition.org/>
 - <http://www.ed.gov/category/keyword/stem>
 - <http://www.globe.gov/>
 - <http://www.carolinacurriculum.com/STC/>

- <http://stemrobotics.cs.pdx.edu/node/2512>
- ⁵² <http://www.innosightinstitute.org/innosight/wp-content/uploads/2012/05/Classifying-K-12-blended-learning2.pdf>
- ⁵³ <http://web3.muw.edu/as/art/>
- ⁵⁴ <http://web3.muw.edu/as>
- ⁵⁵ <http://columbus-arts.org/>
- ⁵⁶ http://www.mississippihills.org/index.php?option=com_content&id=285%3Arosenzweig-arts-center-and-the-columbus-arts-council&Itemid=96
- ⁵⁷ <http://visitcolumbusms.org/>
- ⁵⁸ <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/culturally%20relevant%20teaching%20strategies.pdf>
- ⁵⁹ <http://the-teacher.wikispaces.com/Pedagogy+-+Teaching+and+Learning+Strategies>
- ⁶⁰ <http://www.cssu.org/page/169Strategieshttp://the-teacher.wikispaces.com/Pedagogy>
- ⁶¹ http://www1.kdsi.org/100134/pdf/syllabi/COMPLETE-Syllabus_Motivating-and-Engaging-Students_3-2-15_SW.pdf
- ⁶² <http://home.mde.k12.ms.us/docs/procurement-library/m-star-system-guide.pdf?sfvrsn=0>
- ⁶³ http://www.isbe.net/common_core/pdf/da-form-asmt-chart.pdf
- ⁶⁴ <http://www.nwea.org/>
- ⁶⁵ <http://www.k12els.com/>
- ⁶⁶ <http://www.ecs.org/html/issue.asp?issueid=117&subissueID=303>
- ⁶⁷ <http://www.nwea.org/>
- ⁶⁸ [http://www.mde.k12.ms.us/management-information-systems/ms-student-information-system-\(msis\)](http://www.mde.k12.ms.us/management-information-systems/ms-student-information-system-(msis))
- ⁶⁹ <http://www.k12els.com/products/index.html>
- ⁷⁰ <http://home.mde.k12.ms.us/docs/procurement-library/m-star-system-guide.pdf?sfvrsn=0>
- ⁷¹ <http://translate.google.com/>
- ⁷² <http://www.advanc-ed.org/>
- ⁷³ <http://www.wida.us/>
- ⁷⁴ <http://www.mde.k12.ms.us/docs/sped-powerpoints-page/common-core-state-standards.pdf?sfvrsn=2>
- ⁷⁵ <http://www.mde.k12.ms.us/federal-programs/federal-programs---title-iii-ell>
- ⁷⁶ <http://www.mde.k12.ms.us/curriculum-and-instruction/curriculum-and-instruction-other-links/response-to-intervention-teacher-support-team>
- ⁷⁷ <http://www.learningfirst.org/teacher-driven-inclusion-model-pays-school>
- ⁷⁸ <http://www.mde.k12.ms.us/student-assessment/student-assessment-special-populations/special-populations-maaecf>
- ⁷⁹ <https://districtaccess.mde.k12.ms.us/curriculumandInstruction/Advanced%20Learning%20and%20Gifted%20Programs/2013%20Regulations%20for%20the%20Gifted%20Education%20Programs%20in%20Mississippi%20-%20Board%20Approved%202013.05.17.pdf>
- ⁸⁰ <http://www.davidsonacademy.unr.edu/>
- ⁸¹ <http://www.publiccharters.org/>
- ⁸² <http://www.mde.k12.ms.us/docs/sped-powerpoints-page/3rd-Grade-Reading-Gate.pdf?sfvrsn=2>

LOCAL SCHOOL DISTRICT'S NO CHILD LEFT BEHIND REPORT CARD

| “STEM & ARTS Scholars Academy, “Where Dreams Soar” |

“Be the Change You Wish to See in the World.” – Gandhi



*No Child Left Behind Report Card
Grade D*

MISSISSIPPI CHARTER SCHOOLS LAW ACT OF 2013

“STEM & ARTS Scholars Academy, “Where Dreams Soar” |

“Be the Change You Wish to See in the World.” — Gandhi

SECTIONS 1 & SECTION 2, LINES 238 THROUGH 332

238 **SECTION 1.** Sections 1 through 31 of this act shall be known
 239 and may be cited as the "Mississippi Charter Schools Act of 2013."

240 **SECTION 2.** (1) The Legislature finds and declares that the
 241 general purposes of the state's charter schools are as follows:

- 242 (a) To improve student learning by creating
- 243 high-quality schools with high standards for student performance;
- 244 (b) To close achievement gaps between high-performing
- 245 and low-performing groups of public school students;
- 246 (c) To increase high-quality educational opportunities
- 247 within the public education system for all students, especially
- 248 those with a likelihood of academic failure;
- 249 (d) To create new professional opportunities for
- 250 teachers, school administrators and other school personnel which
- 251 allow them to have a direct voice in the operation of their
- 252 schools;
- 253 (e) To encourage the use of different, high-quality
- 254 models of teaching, governing, scheduling and other aspects of
- 255 schooling which meet a variety of student needs;
- 256 (f) To allow public schools freedom and flexibility in
- 257 exchange for exceptional levels of results driven accountability;
- 258 (g) To provide students, parents, community members and
- 259 local entities with expanded opportunities for involvement in the
- 260 public education system; and
- 261 (h) To encourage the replication of successful charter
- 262 schools.

263 (2) All charter schools in the state established under this
 264 act are public schools and are part of the state's public
 265 education system.

266 (3) No provision of this act may be interpreted to allow the
 267 conversion of private schools into charter schools.

268 **SECTION 3.** As used in this act, the following words and
 269 phrases have the meanings ascribed in this section unless the
 270 context clearly indicates otherwise:

- 271 (a) "Applicant" means any person or group that develops
- 272 and submits an application for a charter school to the authorizer.
- 273 (b) "Application" means a proposal from an applicant to
- 274 the authorizer to enter into a charter contract whereby the
- 275 proposed school obtains charter school status.
- 276 (c) "Authorizer" means the Mississippi Charter School
- 277 Authorizer Board established under Section 4 of this act to review
- 278 applications, decide whether to approve or reject applications,
- 279 enter into charter contracts with applicants, oversee charter
- 280 schools, and decide whether to renew, not renew, or revoke charter
- 281 contracts.
- 282 (d) "Charter contract" means a fixed-term, renewable
- 283 contract between a charter school and the authorizer which
- 284 outlines the roles, powers, responsibilities and performance

285 expectations for each party to the contract.

286 (e) "Charter school" means a public school that is

287 established and operating under the terms of charter contract

288 between the school's governing board and the authorizer. The term

289 "charter school" includes a conversion charter school and start-up

290 charter school.

291 (f) "Conversion charter school" means a charter school

292 that existed as a non-charter public school before becoming a

293 charter school.

294 (g) "Education service provider" means a charter

295 management organization, school design provider or any other

296 partner entity with which a charter school intends to contract for

297 educational design, implementation or comprehensive management.

298 (h) "Governing board" means the independent board of a

299 charter school which is party to the charter contract with the

300 authorizer and whose members have been elected or selected

301 pursuant to the school's application.

302 (i) "Non-charter public school" means a public school

303 that is under the direct management, governance and control of a

304 school board or the state.

305 (j) "Parent" means a parent, guardian or other person

306 or entity having legal custody of a child.

307 (k) "School board" means a school board exercising

308 management and control over a local school district and the

309 schools of that district pursuant to the State Constitution and

310 state statutes.

311 (l) "School district" means a governmental entity that

312 establishes and supervises one or more public schools within its

313 geographical limits pursuant to state statutes.

314 (m) "Start-up charter school" means a charter school

315 that did not exist as a non-charter public school before becoming a

316 charter school.

317 (n) "Student" means any child who is eligible for

318 attendance in a public school in the state.

319 (o) "Underserved students" means students participating

320 in the federal free lunch program who qualify for at-risk student

321 funding under the Mississippi Adequate Education Program and

322 students who are identified as having special educational needs.

MISSISSIPPI CHARTER SCHOOLS AUTHORIZERS BOARD TOOLKIT

ATTACHMENTS SECTION

ATTACHMENT A – ATTACHMENT CC

ATTACHMENT A EVIDENCE OF SUPPORT FROM COMMUNITY PARTNERS (AND STATE & NATIONAL TECHNICAL ASSISTANCE PARTNERS)

| “STEM & ARTS Scholars Academy, “Where Dreams Soar” |
“Be the Change You Wish to See in the World.” – Gandhi

LETTERS OF SUPPORT

**Magnolia Futures Inc.****1112 12th Street North Columbus, MS 39701 662 251 0732**

February 21, 2014

Mississippi Charter School Approval Board of Directors
c/o Columbus Committee for Educational Options
1820 23rd Street North
Columbus, MS 39701

Honorable Ladies and Gentlemen:

The visionary professionals who comprise the Columbus Committee for Educational Options have demonstrated to me their wisdom and ability to formulate the plans for a Public Charter School here in Columbus. I have been advised that this plan will be turned over to a group of professional educators who will propose to you such a school under the name of INSPIRE Charter School.

It is therefore that we offer this Letter of Support along with the other members of our community of which we have communicated. Members of this community recognize the urgent need for such a school here in our city.

Thus, we trust that you will approve their proposal such that they may open this school at the earliest possible date.

Yours sincerely,

Claude Simpson
President, Magnolia Futures, Inc.

THE
MONTGOMERY
LAW FIRM L.L.C.

814 SECOND AVENUE NORTH COLUMBUS, MS 39701 662 327 0030 FAX 662 327 4433 MMONTY@MONTYLAWOFFICE.COM

March 12, 2014

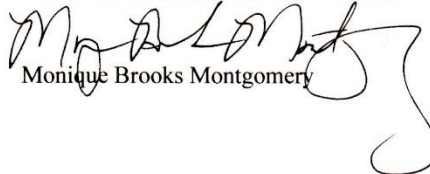
Dear Columbus Coalition for Education Options, Charter Schools Advisory Council:

I am writing this letter of commitment for the support of the Columbus Coalition for Educational Options. Being a part of this community has afforded me the opportunity to be involved with education as a student, as a parent, as a business owner and as a citizen. I strongly support the opportunity for parents and school children to have options available to them as they consider the best educational environment possible in our community. More importantly, as our economy grows, I believe potential businesses, corporate enterprises and prospective industries will expect school choices with options for their children. As a matter of fact, when recruiting industry to an area, the variety and diversity of schools is one of the leading factors in landing a company in a particular area.

Hence, I am convinced that the Columbus Coalition for Educational Options' quest to obtain a Charter School is vital to the success and growth of our town. The innovative spirit and the inspirational focus to educate ALL children has enhanced my involvement to aid and assist with making the Charter School a reality. Please know that other concerned citizens look to educational options before they commit to relocate to a new community like Columbus. Therefore, I fully support the Chartering of the Inspire Charter Schools which would be a key component to the growth and success of our city.

Sincerely yours,

THE MONTGOMERY LAW FIRM


Monique Brooks Montgomery

KENNETH MCFARLAND

P.O. Box 102
Columbus, MS 39703

Dear CCEO, Charter Schools Advisory Council:

This letter of support is coming from a special place in my consciousness as a community member who believes that the children and youth of Columbus, Mississippi should have a Charter School as another public education school. I have worked with children for many years in various capacities. I have been Director of The Boys and Girls Club, led Afterschool Programs and participated in a variety of youth related ministries. I believe in children. I like the way Charter Schools focus on the child and not on adults and not on buildings. It seems to me that by putting the needs of children first, they are more likely to achieve and succeed.

The Charter School Law has passed in Mississippi. I believe the citizens and stakeholders in Columbus know more about what our children need by way of Charter Schools than entities coming from the outside to start Charters. For this reason, I strongly support the Columbus Coalition for Educational Options; because they are working together to write a Charter School proposal that reflects the needs of our community. I believe in grassroots partnerships when it comes to Columbus children.

Best Regards,



Kenneth McFarland
Member, CCEO



March 13, 2014

Dear Columbus Coalition for Educational Options, Charter Schools Advisory Council:

As the Founder and Director of The Father's Child Ministry, I have just about seen it all when it comes to the frustration parents have with public education that is leaving their children behind. The report cards show low expectation and parent meetings held at schools often show apathy among parents who are not as involved in their child's education as they should be. The high school graduation rate in Columbus public schools are horrible with 3 out of 10 students (30%) dropping out of school.

If you look closely at the dropout data in Columbus public schools, you'll discover that 50% of students dropping out of school are black males. This is disturbing for the future of black males in Columbus and it's disturbing to the economy. Being a person of faith, I have faith that public education can improve with more parent and community involvement like that proposed by the Columbus Coalition for Educational Options that seeks to bring an innovative, student-centered charter education to the area. I support this option.

Yours in Christ



Edward Yeates

The Father's Child Ministry Founder & Director

MAKE A DIFFERENCE RIGHT NOW! www.fatherschild.org MAKE A DIFFERENCE RIGHT HERE!

EDWARD YEATES Founder/President

BARBARA YEATES Vice President

The Father's Child Ministry • P.O. Box 9251 Columbus, MS 39705 • Phone: 662.328.3110

INSPIRE STEM & ARTS SCHOLARS ACADEMY

BOARD OF SUPERVISORS
DISTRICT 1
Harry Sanders
President
DISTRICT 2
Bill Rogers
DISTRICT 3
James Blackman
Vice-President
DISTRICT 4
Jeff Smith
DISTRICT 5
Leroy Brooks



LOWNDES COUNTY

BOARD ATTORNEY
Tim Hudson
COUNTY ENGINEER
Robert L. Calvert P.E.
CHANCERY CLERK
Lyn Younger Nott
ADMINISTRATOR
Ralph Bickelgry
ROAD MANAGER
Frank Burns
CHIEF FINANCIAL OFFICER
Davis W. Beanger, C.F.A.

March 12, 2014

Dear Columbus Coalition for Educational Options, Charter Schools Advisory Council:

It has been said that a journey of a thousand miles begin with a single step. When the Charter School Law passed in Mississippi last Legislative session, a new chapter in public education began in the state. I recognize as a citizen that there are valid concerns on both sides of the charter school debate. Traditional public schools in Mississippi that are not performing well achievement-wise will now have another public education option within their borders. Charter schools have been a part of public school competition in other states for over 30 years now. I have decided that children are the most important factor in this equation; not the protecting the status quo. I am writing this letter of support for the Columbus Coalition for Educational Options to show my commitment to bringing charter school education to Columbus, Mississippi. The reason for me is that parents' color or economic situation should not prevent them from having educational options for their children.

Sincerely,


Harry Sanders

President for the Lowndes County Board of Supervisors

P. O. Box 1368 • Columbus, Mississippi 39723 • (662) 329-8834 • FAX (662) 329-8881

INSPIRE STEM & ARTS SCHOLARS ACADEMY



Maranatha Faith Center

P.O. Box 2784
716 Waterworks Road
Columbus, MS 39704

Office: 662-327-3728

maranathactr@bellsouth.net

Fax: 662-329-4866

Elder Steve Jamison, Pastor



March 12, 2014

Dear Columbus Coalition for Educational Options, Charter Schools Advisory Council:

I am pleased to write a letter of support for the Columbus Coalition for Educational Options, who are actively involving the community and stakeholders in the development of a unified Charter School proposal to be submitted to the Mississippi Charter School Board. I believe that all children should have educational options, whether they are wealthy or poor. I understand that Charter Schools are public schools that have been given autonomy that supports innovation, parental involvement and community involvement. The power of public education is still very important to the future success of children and/or nations. Therefore, I support bringing this educational option, which is new to the state of Mississippi, to Columbus as soon as possible.

Sincerely,

Steve M. Jamison



Mississippi University

for Women

A Tradition of Excellence for Women and Men

Office of Career Services
1180 College St. MUW-1824
Columbus, MS 39701-5800
(662) 241-7519
(662) 526-7192 Fax
www.muw.edu

Charter School Council
Columbus, MS 38701

March 11, 2014

Dear Columbus Coalition for Educational Options, Charter Schools Advisory Council:

This letter is written in support of the proposed Charter School coming to the Columbus area.

As an education professional, I see the void in the education system that is failing to fully prepare graduating high school students to do simple task that prepare them for college. Too many of our entry level freshmen students are come in taking remedial classes because they are not prepared and cannot pass simple entry level test. Parents, Community and School officials have to bridge the gap between the transitions of these students to upper level education in order for them to have the confidence to succeed. The idea of a charter school for our area is refreshing, because it opens doors for a choice of a better education for all students at every level. I support every effort of this committee moving forward to establish such a needed entity for this area.

Sincerely,


Thandrea Williams

Assistant Director of Career Services
Mississippi University for Women



Nadia Dale
Co-Director
Community Outreach
Sponsorship

LeShawn Orr
Co-Director
Production

Shakia Prude
Co-Director
Artist/Student
Involvement

Wake Up Project

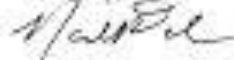
"Accountability Beyond the Classroom"

March 11, 2014

Dear Columbus Coalition for Educational
Options, Charter Schools Advisory
Council:

I am pleased to write a letter of support for the Columbus Coalition for Educational Options who are actively involving the community and stakeholders in the development of a unified Charter School proposal to be submitted to the Mississippi Charter School Board. I believe that all children should have educational options whether they are wealthy or poor. I understand that Charter Schools are public schools that have been given autonomy that supports innovation, parental involvement and community involvement. The power of public education is still very important to the future success of children and our nation. I support bringing this educational option that is new to the state of Mississippi to Columbus as soon as possible.

Sincerely,


Nadia Dale

wakeupproject2011@gmail.com

Dear Columbus Coalition for Educational Options, Charter Schools Advisory Council:

I was happy to learn that a coalition of parents, educators, preachers, teachers, community-based organizations, elected officials and business people have come together in Columbus, Mississippi, to create the Columbus Coalition for Educational Options to develop a Charter School plan. I plan to assist with this effort as much as humanly possible. Parents should be able to choose public school options as parents in other states are able to do through the charter school movement. I agree that public education will be better for all students when competition is available for public school students as well. I believe the current achievement gap among poor and affluent children and black and white students are a result of inequalities of opportunity that can be addressed through more public education options for students. I support having Charter Schools in Columbus and I will work closely with the Columbus Coalition for Educational Options to develop a strategic plan and implementation plan to our community.

I support this effort on behalf of my children and grandchildren. You can call on me anytime to help with strategic planning. You can count on me to be an advocate in the community for parents having more public education options to choose from for their children. I will also be happy to serve on the committee that is designing the charter school implementation plan. I have a lot of experience in education and I know for a fact that children will rise to high expectations. I wholeheartedly endorse the mission to bring Charter Schools to our community through the process and proposal the coalition has established for submission to the Mississippi Charter Schools Authorizing Board. Please feel free to include my letter of support as part of your application process.

Best Wishes,



Dr. Stanley K. McCrary

TEAM ELITE MISSISSIPPI BASKETBALL CLUB

ERISE WILSON, JR. DIRECTOR/HEAD BASKETBALL COACH

185 HARGROVE ORCLE

COLUMBUS, MISSISSIPPI, 39702

Dear Columbus Coalition for Educational Options, Charter Schools Advisory Council:

I attended a meeting recently at Genesis Dream Center in Columbus, Mississippi, where I heard a presentation by Dr. Kimberly Runn, State Director for the Mississippi Black Alliance for Educational Options (BAAEO). I was amazed by the statistics she discussed about the huge discrepancy of Black children compared to White children on the ACT. To tell the truth, I was shocked. As a concerned community member, I wanted to know what I could do to help raise the level of learning expectations for all children, especially children of color in Columbus. I decided to get involved with the Columbus Coalition for Educational Options group who are working with parents and the community at large to define the educational needs of children based on data and their environment to create a pipeline of school and family hand-in-hand, school to college, and school to the world of work through apprenticeship and workforce development for high school students at risk of dropping out of school or have left school in frustration. When I learned that the Charter School plan under development reached both inside the school and outside the school, I could hardly contain my joy. Since January 2018, Team Elite Mississippi Basketball Club has been working diligently, trying to help black children to overcome their academic failures and the fact that there are no options being available to create an avenue to a successful education and healthy environment. I have been involved with Charter Schools in New Orleans, LA, and Chicago, IL. I have seen Charter schools turn under-performing kids into really good students with confidence and high self-esteem, by creating OPTIONS for them. As the only certified Amateur Athletic Union (AAU) program in Columbus, black kids have missed out on several opportunities of going to College, mainly because of poor academics and not being prepared to take the ACT exam. Team Elite Mississippi Basketball Club strongly supports the Columbus Coalition for Educational Options. Our organization will continue its loyalty and dedication with CCEO, in their support of bringing a much needed Charter School to the City of Columbus, Mississippi.

Sincerely,

Erise Wilson, Jr.







March 11, 2014

Dear Columbus Coalition for Educational Options,

As a pastor in Columbus for almost 20 years, I have just about seen it all when it comes to the frustration parents have with public education that is leaving their children behind. But as parents ourselves, my wife and I have experienced these same frustrations. We have a son in the 7th grade and a daughter who is a senior in high school in the Columbus School District. Neither child seems to be challenged or inspired by the education they are receiving and therefore we spend a lot of time enhancing their education in our home and at the church I am privileged to pastor.

The report cards of the average child shows low expectation and parent meetings held at schools often show apathy among parents who are not as involved in their child's education as they should be. Good parents are frustrated by less than enthusiastic teachers and administrators who spend more time writing referrals than teaching and administering to the needs of the children who are there to learn. If you look closely at the dropout data in Columbus public schools, you'll discover that 50% of students dropping out of school are black males. This is disturbing for the future of black males in Columbus and it's disturbing to the economy.

Being a person of faith, I believe that public education can improve with more parent and community involvement like that proposed by the Columbus Coalition for Educational Options that seeks to bring an innovative, student-centered charter education to the area. I support this option with all of my personal resources and the resources of our congregation.

Sincerely,

Pastor Tony A. Montgomery, Sr.

1207 5th Avenue North, Columbus MS 39701 | 662-327-5408 | 662-327-3847

GENESIS CHURCH

P.O. BOX 7455, Columbus, MS 39705-7455

Dear Columbus Coalition for Educational Options, Charter Schools Advisory Council:

As a Pastor in Columbus, and a strong advocate for public schools, I have just about seen it all when it comes to the frustration parents have with public education that is all but victimizing our children. I have 4 children in this district and have been involved with several after school programs. I have seen first-hand the impact that high expectations and genuine concern for the children's success has.

Being a person of faith, I am a firm believer that public education can improve. A solid collaboration between parents, teachers, Pastors, industry and most of all the children is necessary to improve this situation. I believe that what this system needs is another public option. This system needs a model of innovation. It needs child-centered systems and a focused intent on causing the children to be all they were designed to be. Children need the opportunity to "fight" through their challenges and get that sense of accomplishment that only comes with true triumph over tough circumstances. They need a rigorous curriculum. They need to be met where they are and moved along at a pace that moves them along. They need to be able to take advantage of all the technological advances that have hit the world, but not the educational system.

I am excited about the work that we are doing in the CCEO to provide our children with what I believe is a lifeline and I am fully committed to use all of my skills and resources to help bring reform to the educational system in Columbus. I am a supporter of INSPIRE Charter School as another educational option for children in Columbus and I look forward to the great impact this school will make on this community and generations to come.

Yours in Christ,

Darren R. Leach
Senior Pastor, Genesis Church

**LOCAL PLANNING TEAM (CCEO) FOR COMMUNITY INVOLVEMENT AND
POTENTIAL PARENTS PRESENTATION SLIDE 1**

WELCOME TO INSPIRE



INSPIRE CHARTER SCHOOLS

Where Dreams Soar

Parents & Community Involvement Presentation

3/10/2014

COMING SOON: INSPIRE CHARTER SCHOOLS, WHERE DREAMS SOAR 1



Columbus Coalition for Educational Options

**PENDING APPROVAL BY THE MISSISSIPPI CHARTER SCHOOLS
AUTHORIZERS BOARD**

NOTE:

**INSPIRE CHARTER SCHOOL IS THE NON-PROFIT ENTITY AND
BOARD OF TRUSTEES THAT IS APPLYING FOR THE CHARTER.
(NON-PROFIT DOCUMENTATION INCLUDED)**

CCEO Community Public Input Meetings

Date	Time	Location	Agenda Item Topic
Thursday, January 16, 2014	6:00 PM	Genesis Dream Center	Governance
Thursday, January 23, 2014	6:00 PM	Genesis Dream Center	Culture, Operations, Personnel
Thursday, January 30, 2014	6:00 PM	Genesis Dream Center	Educational Program
Thursday, February 6, 2014	6:00 PM	Genesis Dream Center	School Structure & Operations
Thursday, February 13, 2014	6:00 PM	Genesis Dream Center	Leadership, Enrollment
Thursday, February 20, 2014	6:00 PM	Genesis Dream Center	Instructional Staff
Thursday, February 27, 2014	6:00 PM	Genesis Dream Center	Founder's Panel and Q & A
Thursday, March 6, 2014	6:00 PM	Genesis Dream Center	Wrap Up Session
Thursday, March 13, 2014	6:00 PM	Genesis Dream Center	Kenneth Campbell, President of BAEO, Address

www.cceofoundation.org



COMMUNITY & COMMUNICATION PLAN FOR POTENTIAL STAKEHOLDERS

HOW ARE WE DOING?



WHAT CAN WE DO BETTER FOR YOUR CHILD?

Inspire Charter School's Partners & Consultants

| "STEM & ARTS Scholars Academy, "Where Dreams Soar" |
"Be the Change You Wish to See in the World." – Gandhi

Name/Title/Organization/Location	Contact Email	Role/Responsibility
Dr. Germain McConnell, Executive Director, MS School for Math & Science (MSMS), Columbus, MS	gmccConnell@themsms.org	Serves as the Liaison for Inspire Charter School and MSMS Science and Mathematics Partnership for
Tina Sweeten, Executive Director, Columbus Arts Council, Columbus, MS	tina.columbus.ms.arts@gmail.com	Engagement Liaison for Inspire Charter School's Arts & Cultural Enrichment
Dr. Kate Brown, Mississippi University for Women (MUW), Director of the Creative Learning Center & Life Enrichment Outreach Program, Columbus, MS	kbrown@muw.edu	Education Liaison between Inspire Charter School and MUW's Life Enrichment Program and Center for Creative Learning
Dr. Trecina Green, Associate Superintendent, Mississippi Department of Education (MDE), Jackson, MS	tgreen@mde.k12.ms.us	State Contact for Common Core State Standards, STEM, Student Assessment, Curriculum & Instruction, ELL, & SPED,
Dr. Claiborne Barksdale, Chief Executive Officer, Barksdale Reading Institute (BRI), Oxford, MS	barksdac@msreads.org	Mississippi School Reading/Early Literacy Achievement Improvement Partner for Inspire Charter School
Dr. Ron Nurnberg, Executive Director, Teach for America (TFA), Oxford, MS	ron.nurnberg@teachforamerica.org	State Director of Teach for America to provide non-traditional teacher candidates for Inspire Charter School
Dr. Phillip Cockrell, Associate Vice President/Dean of Students, Jackson State University (JSU), Jackson, MS	deanofstudents@jsums.edu	Education liaison between Inspire Charter School and JSU's STEM Initiative to improve science teaching and learning in MS school
Dr. Karen McNeal, Director, Mississippi State University (MSU) INSPIRE (STEM) Program, Starkville, MS (in collaboration w/MSU Bagley Science & Engineering Dpt.)	ksm163@msstate.edu	Education liaison between Inspire Charter School and MSU INSPIRE Initiative to train teachers on embedding STEM curricula in classrooms
Dr. Kimberly Russ, State Director, Black Alliance for Educational Options (BAEO), Madison, MS	ksmith-russ@baeo.org	State Director for BAEO, an organization that will assist Inspire Charter School is raising parental advocacy around educational options

Inspire Charter Schools Partners & Scope of Services

PARTNERS		SCHOOL RELATIONSHIP	
■ Mississippi School for Math & Science	■	Science Model Classroom & Teacher Training Educational Partnership	
■ Columbus Arts Council	■	Arts Integration Support & Presentation Studio for Students Art Projects Partnership	
■ Mississippi Department of Education	■	State Education Agency for Curriculum, Achievement, Professional Development, Student Assessment and School Compliance & Achievement Partnership	
■ Barksdale Reading Institute	■	Scientifically-Based Reading Research (SBRR) Educational and Reading Intervention Partnership	
■ Teach for America	■	Partner for Non-Traditional Track Teachers to Offer Energy, Diverse Backgrounds and Perspectives for Students and Stakeholders	
■ Jackson State University	■	University STEM and Teacher STEM Professional Development Partnership	
■ Mississippi State University	■	University STEM Initiative Partnership and Model Teaching Partnership	
■ Black Alliance for Educational Options (BAEO)	■	Parental Involvement & Minority Achievement Advocacy and Professional Development Partnership	
■ Blended Learning Partnerships	■	Blending Learning, Intervention and Acceleration Support, Student Progress Monitoring, Advanced Courses and Dual-College Enrollment, Dropout Prevention & Workforce Development Partnership	

STATE OF MISSISSIPPI TECHNICAL ASSISTANCE SESSIONS FOR EFFECTIVE CHARTER SCHOOL PLANNING

Forrest Thigpen, Executive Director of the Mississippi Center for Public policy, give a charter school planning presentation to a group of concerned citizens in Columbus, Mississippi.



Dr. Kimberly Russ, State Director for Black Alliance for Educational Options, meets with Columbus Citizens to talk about every child having public education options. Meeting held August 27, 2013, at Genesis Dream Center.



STATE OF MISSISSIPPI TECHNICAL ASSISTANCE SESSIONS FOR EFFECTIVE CHARTER SCHOOL PLANNING

October 1, 2013 – Erika Berry, Executive Director of the Mississippi Charter Schools Association met with the Columbus Founders and Members for the Columbus Coalition for Educational Options Advisory Council to discuss the state’s charter school law and application process. Meeting held at Genesis Dream Center.



CCEO Members having dinner after a school visits to Omni Prep and KIPP Charter Schools in Memphis, TN. (October 28, 2013)

Other Founders in attendance: Darren Leach, Tony Montgomery, and Kenneth McFarland

TOUR/MEETING SPONSORED BY DR. KIMBERLY RUSS, STATE DIRECTOR FOR THE BLACK ALLIANCE FOR EDUCATIONAL OPTIONS



1888 Main Street, Suite C #368
Madison, MS 38110
Ph: 800-888-2847

October 24, 2013

We are so pleased that you will join us next week in Memphis. The purpose of our trip is to give you a first-hand look at high-quality public education in a true choice environment. It is our hope that over the day and a half that you spend with us, you will gain an appreciation for the significant impact that parental choice in education is having on the academic outcomes of children.

Below are the details regarding your one night stay in Memphis, TN Monday, Oct. 28th – Tuesday Oct. 29th.

Travel

The Black Alliance for Educational Options is covering the following costs: mileage (.565 cents per mile) for ground transportation.

Hotel Accommodations

Peabody Memphis
149 Union Avenue
Memphis, TN 38103
Tel: (901) 529-4000

The Black Alliance for Educational Options is covering the following costs: Room and Tax, Parking. Your hotel rooms are reserved for the length of your stay. However, please have a credit card on file with the hotel to cover incidentals such as Internet, long distance telephone calls and in room dining etc.

On Monday, please arrive at the hotel no later than 5 p.m. for check in. Activities will begin at 6 p.m. with a meet and greet, followed by a dinner. On the following day, a buffet breakfast will be served simultaneously with a discussion and presentation on educational issues. After breakfast, the group will depart for a tour of high performing public charter schools in Memphis and return to the hotel at 1:00 p.m. for lunch and debriefing. In addition, please alert us to any food allergies or special dietary requests.

We look forward to seeing you in New Orleans.

Best Regards,

Kimberly Smith-Russ, Ph.D., State Director
Mississippi State Director
Black Alliance for Educational Options

Give Parents A Choice and Children A Chance.



*Dr. Kimberly Russ, Keynote Speaker, at the CCEO Parents & Community
Leadership Conference*

| “STEM & ARTS Scholars Academy, “Where Dreams Soar” |

“Be the Change You Wish to See in the World.” – Gandhi

YOU ARE

INVITED

Join us for the

Columbus

Parents & Community
Leadership Conference

Keynote Speaker

Dr. Kimberly Russ
State Director for the Black
Alliance for Educational
Options (BAEO)

And Special Guests

Summit Sponsored by
The Columbus Coalition
for Educational Options
CCEO

Location

**TROTTER
CONVENTION
CENTER**

523 Main Street
Columbus, MS 39701

Date & Time

**Tuesday, November 12, 2013
6:00 PM**



Columbus Coalition for Educational Options

Let's Join Hands

To Better Educate Children



"Inspire Someone!"

*Pastors, Churches, Community Groups, Parents, Grandparents,
Community and Civic Leaders, Business Leaders, Elected
Officials, College and University Leaders, Retired Teachers,
Home School Association, CAFE Parents, State and National
Charter School Leaders and State Officials are invited to attend.*

We are looking forward to seeing you.

For more information, email:
moreparentoptions@gmail.com or call Kenneth McFarland at
(662) 251-4616.

**MEETING SPONSORED BY ERIKA BERRY, EXECUTIVE DIRECTOR OF THE
MISSISSIPPI CHARTER SCHOOLS ASSOCIATION**

| "STEM & ARTS Scholars Academy, "Where Dreams Soar" |

"Be the Change You Wish to See in the World." – Gandhi



January 27 School Development Workshop

Objectives	Conference attendees will learn how to build a sustainable charter school budget and how to best serve students with special needs.
Date & Time	January 27, 2014; 8:00am-4:00pm
Location	Mississippi Institutions of Higher Learning (IHL), Technology Room in the Basement. See below for directions to IHL.
Time	Program Description
8:00am – 8:15am	Registration
8:15am – 8:30am	Welcome and Introduction
8:30am – 10:00am	Session #1 – Special Education Lauren Morando Rhim from the National Center for Special Education in Charter Schools (NCESECS) will educate attendees on how to create exemplary learning opportunities for students with special needs, and how to anticipate and address barriers that may impede charter schools enrolling and effectively educating students with disabilities.
10:00am – 12:00pm	Monthly Board Meeting of the Mississippi Charter School Authorizer Board Session attendees will attend the monthly Board meeting of the MS Charter School Authorizer Board. It is imperative that groups wishing to open a charter school become familiar with their authorizing entity.
12:00pm – 1:00pm	Lunch Lunch will be provided to attendees on location.
1:00pm – 2:00pm	Applicant Q & A Session Hosted by Mississippi Charter School Authorizer Board, this session will provide applicants with an opportunity to ask the Authorizer Board specific technical questions regarding the application and application process.
2:00pm – 4:00pm	Session #2 – Finances: Expenses and Revenues EdTec will guide attendees through expected funding streams and expenses, and attendees will create a workable budget from new knowledge of financial modeling. Finally, attendees will learn how to create a sustainable budget beyond the start-up years.

Directions to Mississippi Institutions of Higher Learning, 3825 Ridgewood Road, Jackson, Mississippi 39211: When you enter the complex off Ridgewood Road, IHL is the tall white building directly in front of you when entering. Park in the front or back, and enter on the floor level of IHL. The attendant at the desk will direct you to the Technology Room in the Basement. Please arrive by 8:00am.

COLUMBUS WELCOMES KENNETH CAMPBELL, PRESIDENT BLACK ALLIANCE FOR EDUCATIONAL OPTIONS MARCH 14, 2014

A SPECIAL INVITATION

An Evening of Fellowship with Kenneth Campbell
President of the Black Alliance for Educational Options (BAEO)

Sponsored By:

THE COLUMBUS COALITION FOR EDUCATIONAL OPTIONS

You are cordially invited to join the CCEO as we welcome Kenneth Campbell, President of the Black Alliance for Educational Options (BAEO) to Columbus, Mississippi, as our Special Guest and Keynote Speaker.

DATE OF EVENT

Thursday, March 13, 2014, at 6:00 o'clock P.M.
at Genesis Dream Center.

KENNETH CAMPBELL

Kenneth L. Campbell, a founding board member of the Black Alliance for Educational Options (BAEO), has served as BAEO's president since 2010. BAEO is an education reform advocacy organization founded to increase access to high-quality educational options for Black children by actively supporting transformational education reform initiatives and parental choice policies that empower low-income and working-class Black families. A retired Army Reserve captain, Campbell began his career in education reform by helping to secure passage of Washington, D.C.'s landmark charter school law. Prior to assuming his role as president of BAEO, Campbell was the founding director of charter schools at the Louisiana Department of Education. In the wake of Hurricane Katrina, he helped engineer the rebuilding of New Orleans's education ecosystem and accelerated the growth of high-performing charter schools across the state.

**COME HAVE DINNER WITH US
& LEARN THE FACTS ABOUT
CHARTER SCHOOLS.**

RSVP by: Texting "B" There to 662-889-7003 or
Email: moreparentoptions@gmail.com



ONE SIZE DOES NOT FIT ALL CHILDREN
- Kenneth Campbell, BAEO President



**WELCOME BACK TO MISSISSIPPI KENNETH
FROM THE COLUMBUS COALITION FOR
EDUCATIONAL OPTIONS**

Genesis Dream Center
1820 23rd Street North
Columbus, Mississippi 39701
Phone: (662) 251-5584

Thanks so much Kenneth for visiting Columbus and delivering the keynote address for the Columbus Charter School Planning Fellowship Dinner, March 13, 2014.

COLUMBUS COALITION FOR EDUCATIONAL OPTIONS



March 13, 2014; 6:00 p.m.

Genesis Dream Center

MEET, GREET & EAT

Soft music

Welcome

Purpose – Pastor Darren Leach

Introduction of Speakers – Dr. Martha Liddell

Guest Speakers

- Ruby Payne, Community Relations Director, Dubois CSC
- Erika Berry, Director of the MS Charter Schools Coalition
-
- **SPECIAL GUEST SPEAKER:**
 - Kenneth Campbell, President of the Black Alliance for Educational Options (BAEO) – www.baeo.org

Special Acknowledgements/Announcements – Rev. Kenneth McFarland

Prayer

Dismissal

Thank you for coming.

ATTACHMENT B

EVIDENCE OF SUPPORT FROM PROSPECTIVE FAMILIES/STAKEHOLDERS/COMMUNITY MEMBERS

CCEO ADVISORY COUNCIL MEMBERS & COMMITTEES

Public Relations & Recruitment	Finance, Corporate Support, Grants & Fundraising	Foundation & Organizational Development	Instructional Design (STEM), Arts & Enrichment	Community & Parental Involvement	Operational & Organization Development	Buildings, Grounds & Facilities
Claude Simpson	Robert	Claude	Dr. Martha	Faith	Dr. Martha	Rev. Steve
Rev. Kenneth McFarland	McClanahan , CPA	Simpson	Liddell,	Whitlock	Liddell,	Jamison
Rev. Darren Leach	Rev. Darren	Dr. Martha	Consultant	Diedra	Consultant	Rev. Darren
Elizabeth Simpson	Leach	Liddell	Faith	Dumas	Rev. Darren	Leach
Hilda Fox	Dr. Martha	Rev. Tony	Whitlock	Sharon Lewis	Leach	Rev. Tony
Rev. Kamal Karriem	Liddell,	Montgomery	Anne Harris	Janice Ellis	Founders	Montgomery
Rena Williams	Consultant	Rev. Darren	Edward	Al Roberts	Board of	
Katrina Ingram	Leach	Leach	Yeates	Monique	Directors	Edward Moody
Bryson Robinson	Shaquitta	David Owen,	Bridget Van	Montgomery,	Consultants	
Ad Hoc Founders	Patterson	Attorney	Holland-	Attorney		Rev. Francisco
	Sharon	Al Roberts	Williams,	Ruby		Brock
	Lewis	Monique	MUW	Johnson		
	Rev. Steve	Montgomery,	Ruby	Christina		Michael
	James	Attorney	Johnson	Chunn		Liddell
	Janice Ellis	Ad Hoc	Christina	Katrina		
	Ad Hoc	Founders	Chunn	Ingram		Ad Hoc
	Founders	Consultants	Elizabeth	Barbara Kidd		Founders
			Simpson	Hilda Fox		
			Ad Hoc	Ad Hoc		
			Founders	Founders		

COMMUNITY MEETINGS INPUT & FEEDBACK FROM THE COMMUNITY AND PROSPECTIVE PARENTS

Community feedback was gathered in a series of meetings that took place January -March 2014 by the CCEO Planning Committee in community meetings, written on posted notes and discussed and transcribed in this document authentically.



How can a charter school better serve students with special needs?

Blended learning, Continue improvement, Smaller class – more attention, Inclusion, No labels, Demonstrating a knowledge of all exceptional needs, Focus on teaching-develop-implement-level-remediate, Fluid –Flexible-Learning, Focus on individualized instruction, Best practiced from other school models, Like to professional development (teacher Input), Career explorations or training, Multi-gradual instruction, Able to teach standard of grades k-5, Control in the Class room, More time to learn, Medical needs,

Give 3 ideas you have for making public schools better?

Effective use of technology, Teaching standards how to find their purpose, Have knowledge, Thinking outside the box, All students are important, Teacher and parents working together, Allow teachers to be the first to discipline students and support them, Follow all rules, Global pen pals, More Arts, More communication between administrators and teachers, a demand for respect for every adult in the school, Teaching how to think rather than what to think, More Technology, Teaching kids about money, Teaching kids how to network, More hand on activities, teaching Great study habits, Compassion, Establish mentoring and consoling poems, Create a student experience oppose to an academic exp., Fun both teacher and student, Teachers should have creativity and freedom, Be a team,

Charter school teachers Qualities

Can talk to all kinds of parents, Love kids, Motivator, Enthusiasm, Creative and motivated, Supportive but firm, Loving but mean business, on task, Like Kids, Bring real word, experience to the classroom, Highly Qualified, Demonstrate a love for kids, Self-starter, Must be a good fix for the students, Teachers that are learning, Cultural diverse, Teacher of the month, Willing to go the extra mile,

Charter School Calendar

After school and summer calendar, Enrichment days, exciting, Abide by the law, Year-round calendar, 8 weeks 1 week, 1st Monday of August last Friday of June, Same holidays as public schools, end of grading period plays or performances, Same as public school holiday, Diverse activity, Keep people plugged I and committed, Year around learning,

School Leader Qualities

Understand community, Integrity, Someone may disagree but still get along, Be Compassion but firm, Empowers teachers to teach, transformational Leader, Connected with the Business community, Can change when necessary, able to raise funds, Motivational, Serves as a coach for teachers, Protection, Love, Be consistent, Knowledge, Inform, Honesty, Lead by example, A backbone, Fiscally responsible,

Charter school fundraising (What are your ideas on raising money)

Musical feeding event, Break the choir up and let the different groups sing around tables as we feed sponsors, \$100.00 per plate, Sponsors, Karate night, speakers forum on various topics, A academy ball, Partners, Gala event, Having a clown, Telethon, Business partners, Parents night out, Lock in's Apply for grants, alumni associations, Sponsors, Share vision with businesses, Raise text scores, alumni graduation kid graduation,

Charter school parent involvement

Invite parents on field trips, parenting classes, show off the kids, Banquet celebrate success for boys academy, Create a family environment, Cultural history, Parent seminars, Teach parents how to be committed, parent agreement, Activity that allows parents and staff to team build, Use social media and newsletters to keep parents committed, Parent teacher meetings mandatory, Parent spokesman, etiquette, salad forks, Feed the parents, Donuts for dad, fellowship w/parents, Incentives for parents, Draft day kids instead of promotion, Bring mom on a date, Parent of the month, Parent surveys, Parent mentors, angel tree , Parent sponsorships, Family advisors, Chaperones on nice trips,

What would you like to see in charter school classrooms?

Teach love and compassion, Distance learning, Parent volunteers , Toastmasters, Excited children ready to learn, Creativity, Common core that's fun, Mandatory meetings with incentives, Volunteers, Foster Grandparents, State of the art equipment, Happiness motivated students, Eager to learn, Placing students and teachers with the same learning styles, Best instructional strategies,

What would you like to see as you walk through Freshman Academy?

Kids out of their seats learning, Training banking and finance investment, STEM- Science Technology, Enrichment Math, Polite well mannered, Students w/disability treated fairly, Happy and energetic students, Career Professional exposure, Be fair consistent, Proactive rewards, Great athletic program, take them fishing, college field trips college banner, All kids respected, Adopted by 100 black men mentor, process learning, Happy looking work force, culture, Physical acting, No discipline problems, Teachers respected, Leadership building initiative, Process learning, classroom culture environment, Building family wealth, Parent involved, creative teachers, Well dressed young men, Boys choir, Manhood training, Brothers keepers, mentors, Starting your own business, Students engaged in their learning, Manhood training, Bible

How should discipline be handled in Freshman Academy?

Respectfully, Lovingly, Coaching and mentoring, Honestly , Proactively discipline, Parent involvement, Teamwork discipline between parents and student, (Peer) a Discipline panel, Take them fishing, Punishment should fit the infraction, Take the kids to Jackson state for 1 week, No Punishment, Establish expectation, Patiently

What kind of instruction and electives should we offer at Freshman Academy?

Career development, African culture, How to work, Must learn debt free living, Band, Sex education, How to run a household, Economics/money, How to treat a woman with respect, Fitness, Black History, Criminal Law course, Culinary arts, Religious Studies, Boys choir, Leadership training Bible course, Globalization, Leadership courses, family Law, Legal course, Positive pay it forward, Jazz Band Performing Arts, work Ethics, Do not forget the Dyspepsia Bill, Job Readiness, Public speaking, Foreign languages, Youth Legislature participation, Constitutional law, Nutrition, Debt free living, Train them on developing their purpose, Building a portfolio, Career Building, Early Literacy bill, ADR alternative dispute resolution mediation and arbitration

What kind of things should teachers know to work at Freshman Academy?

Diverse teaching methodologies, Boy speak, Expected to be creative, How to relate material to real life stuff, Understand their weakness, Positive no stereotype, Put kid first, Everything is Global, How to incorporate technology into education, Mutual Boy's think differ, Boys separating, Exposure, Teach the whole child, Conflict resolutions, mutual boys think differently, be aware of the national curve, field trips, Must read cultural books mainly Dr. Jwanza Kunjafu conspiracy to destroy black boys, Respect children, kids don't care how much they know until they know how much they care, They should know what boys like, That each has the ability to learn, Don't make assumption, Teach them to save themselves, Be Strong men

How do we establish and reinforce a positive school culture?

Keep your personal matters out the classroom, Teaching health fitness the value, Have academic and athletic completion, Positive role models, continuous incentives, educational field trips, Teachers who enjoy working at the school, self-preservation, Innovative and creation teachers who love children, deeming philosophy on continuous improvement, Organizational development and management, Lead by example, Mission vision value leadership, Traveling abroad, Teachers that are willing to go the extra mile, Teachers who care about teaching kids, Mock trials, debate team, Teachers who care, Performance accountability, Promote safe and family environment, Leading by example admin and teachers not to excel themselves above the students and parents, Recite the slogan every morning, Teach that potential we believe in you, Stop bullying, Bring people with positive values, Keep pants up big brother program, Bring the pastors, teach them that they have potential, Learn proper etiquette, No Ebonics, encourage parents to reinforce the positive culture established the charter school

What are some ways we can inspire the scholar to always do their best?

Intrusive mentoring, Hands on experience, Community arts showcase, University visits, music technology, graphic arts engineering STEM, Celebrate the small steps, Involve the faith based community, Focus on male involvement, Community based projects, Diver produces, Instilling confidence, Brand It, Encouragement, Exposure, Put great teacher in front of them, Bringing in mentors, Involve the arts, incentives, Journals, Inspire TV, inspire Radio, Parent involvement, kids and parents together, Showcase local success, Fosters Grandparents, Include technology, Teamwork, Leadership development, Build self-esteem, Scholarships, True hands on laboratories, chemistry, physics, electrical engineering rocketry, race cars, go carts, mechanical engineering,

computer programming, Financial planning, vision book, Newsletter w/inspiring information, Celebrate the educator, call to parent

What are some ways we can inspire the learning facilitators to always do their best?

Appreciation days, Incentives, Praise their work, Don't embarrass them in front of teachers, Hold them accountable, listen to them, Monthly spotlight, be real, Supplies, teacher incentive pay, Opportunity to share, suggestion comment box, Bonuses enable teachers, training and mentorship, technology, Listening to their story, college fairs, New teacher orientation and support, Leadership "I'm ready to teach", smile, encourage them, Onsite training workshops, Quarterly cruises, Tuition reimbursements for teachers, start discipline with them, Let them teach!, encourage innovation, mentoring program,

What are some ways we can inspire the parents to get involved?

Mother/Daughter, Father/son events, Parent and student meeting, student events, plays etc, Cookouts w/Parents, assign responsibility, father/daughter and mother/son, parents involved in teaching and coaching, career day, incentives to their berth, Gifts parent of the month, Grandparents day, family day, a well-educated child, Awards night, parent-teacher, regular updates, Community service project for some of the parents, habitat for Humanity, Christmas in April, Parents vs. kids Olympics, Daily student journals, Parents visits, Guest facilitator, teach or administrate, Parent committee to help male discussions, parent talent show, Parents vs kids athletic, Building tours and education field trips for parents, Go to the home if necessary, home visits, Dinner and a movie, Educating meet parents where they are, GED or classes reading for parents, Dad's craft day, education training retreats and cruises, loan repayments, Speakers, Center for parents, Resource room for the parent to use computers, prepare resumes and job board, Parental shout outs on Inspire TV and Radio, Parents build the home w/students and community, Karaoke night, Treat them with respect, Financial Planning, Spoken history, community history, Lending library,

What type of environment is most conducive for learning?

Educational field trips, passionate engaging, Active Environment, Innovative, Creative, Clean, Busy, productive, hope, hands on, a safe and healthy, Diversity and inclusion, competent support staff, Humble, Different things happening, mutual respect, excellent teacher, Focused learning, community support, Supportive school board, challenging, Foreign language, Learning styles,

What are the most important characteristics in a school?

Technology available, smiles, excellent teachers, ownership, safety, Inspiring hallways, happy teachers, Parent and community support, good curriculum, strong leadership, Student attitude, Learning, Shining floors, Healthy lunches, prepare the students for the future, rigor, Happy kids and parents, Good food, Respectful children, parents as school, equipped classrooms, enough resources to help the children achieve, Students engaged, enthusiastic students,

How can we dispel myths about charter schools?

Get educated about charter school, Town Hall meeting, Meet w/nay sayers one on one, educate the parents with statistics, Invite someone to the meetings, Buy an ad for baseball team, Disseminating flyers about charter schools, Write an editorial in the local newspaper,

How can we inform others about Inspire charter school?

Provide tours to charter schools that are already up & running to interested parties, Brochures, Talk about it, Picnic, Webinars, Billboards, Virtual tours, Radio, Conference calls, speaking at public service and community service, Organizations and Churches, Sororities and Fraternities, At dinner table, TV, Social media, get bumper stickers, Newspaper,

How do we ensure that Inspire is Diverse?

Talk diversity, make it part of the schools policy and core value, that discrimination is not tolerated, Spanish, be great, Advertise job positions, Market to diverse groups, Try to create a positive association with all the schools in the area that has diverse student body, Diverse teaching staff, Set percentage target, corporate sponsors, Have a diverse board, Diversity the word being a part of the mission statement,

How can we best recruit students?

Do an informational at boys and girls club, YMCA, KSchool assembly to educate students about charter schools, Contact real estate agents, Participate in local street festival, Down at the detention center, Radio ads, Boost the athlete program including competition cheer company, Applications, social media, instagram, Harlem shake, ads for kids, Tell the children they will have free ice creams and hot dogs every day, Contact social worker, probations officers, welfare officials, truancy officers, so that they can give the information to families, Picnic at river walk, Columbus park n Rec,

Questions:

When are we going to tour a charter school?

Parents should also have a dress code?

Will teachers have a dress code?

COMMUNITY MEETINGS SESSIONS SIGN IN FORMS EVIDENCE



SIGN-IN SHEET

Mississippi Membership Meeting, Tuesday, August 27, 2013		
NAME	ADDRESS, CITY & ZIP	EMAIL/TEL
1 Janice Ellis		
2 Allen Ellis, Sr.		
3 Eddie Harge Jr.		
4 Rev. Kamal Karmen Jr.		
5 Dr Dineha Karmen		
6 Keeshia Cheatham		
7 Anril Barry		
8 Dorothy Hubbard		
9 Kenneth McFarland		
10 Jackie Leach		
11 Darren Leach		
12 Sharon Wathins		

September 6, 2013

NAME	PHONE	EMAIL	PROFESSION
Jane M. Reem			
Kristi S. Wood			
Shiquita Patterson			
Debra Lancaster			
Wileen Reed			
Monique Montgomery			
Sharon Lewis			
Deidre Dumas			
Alma L. Bailey			
Joseph Montgomery			
Edna J. Jiri			
Jo Shumake			
JACKIE STENNIS			
Nancy Sherry			
Deborah Blain			
Eva Baker			
Linne Harris			
David Owen			

September 6, 2013

NAME	PHONE	EMAIL	PROFESSION
Rev. A. Roberts			
Mary Burgin			
Edward Moody			
Quinton Simpson			
Marty Turner			
Nicole Chinkscales			
Tommy PRUDE			
Vette Jamison			
Allen Ellis Sr			
Tanice Ellis			
Rev. Kamal Korneem Jr			
Shonda Ellis			
Steven & James			
Renae Williams			
Claude Simpson			
Matha Liddell			
Joe Loal			
Faith Whitlock			
Kenneth McFurlow			



Columbus Coalition for Educational Options

Charter School Planning Fellowship Dinner Sign-In Form
March 14, 2014

Print Name	Signature	Phone Number	Email Address
Katrina Ingram	<i>[Signature]</i>		
Star Mickey	<i>[Signature]</i>		
Mickey Watson	<i>[Signature]</i>		
Jane Cooper	<i>[Signature]</i>		
Angela Rodgers	<i>[Signature]</i>		
Nobhey Moody	<i>[Signature]</i>		
Edward Moody	<i>[Signature]</i>		
Christina Chuan	<i>[Signature]</i>		
Rev. Willie J. Matthews	<i>[Signature]</i>		
Robin G. Matthews	<i>[Signature]</i>		
Marie Pundit	<i>[Signature]</i>		
Marcel Ledee	<i>[Signature]</i>		
Hisha Davis	<i>[Signature]</i>		
Paula Baker	<i>[Signature]</i>		
Dennis Baker	<i>[Signature]</i>		
Johnny McDavid	<i>[Signature]</i>		
Steven L. James	<i>[Signature]</i>		
Moses James Jr.	<i>[Signature]</i>		
Ebony Williams	<i>[Signature]</i>		
Jackie Leach	<i>[Signature]</i>		
Quetta Williams	<i>[Signature]</i>		
Angela Claude Simpson	<i>[Signature]</i>		
Mary Leach	<i>[Signature]</i>		

[illegible]

STUDENTS INTENT TO ENROLL APPLICATIONS FORMS



The Columbus Coalition for Educational Options – CCEO
Email us at: moreparentoptions@gmail.com

STUDENT ENROLLMENT FORM

-2-

The *Columbus Coalition for Educational Options* (CCEO) is taking applications for Grades **K- 3 and Freshman/9th Grade Academy (for Boys Academy and Girls Academy)** from parents who may be interested in enrolling their child/children in **INSPIRE STEM & ARTS SCHOLARS ACADEMY CHARTER SCHOOL** (Columbus, Mississippi). This confidential Intent to Enroll Form is used to demonstrate interest in having your child enroll. Signing this Intent to Enroll does not obligate the student to attend the planned charter school nor does it guarantee admission. However, parents/legal guardians who sign this Intent to Enroll are indicating a sincere desire to enroll their child/children in this school in the event that the *Mississippi Charter School Authorizer Board* approves the applicant's proposal to open in the Fall of 2014. Parents and guardians should understand that the *Mississippi Charter School Authorizer Board* must vote to approve any new charter school wanting to open in Mississippi and such vote has not yet occurred for the school referenced herein. Charter School applications are due to the *Mississippi Charter School Authorizer Board* January 2014. Charter proposals are due March 14, 2014.

School Information		
School Name: Inspire STEM & Arts Scholars Academy Charter School		
Grades Served: K-3 & Freshman/9th Grade Academy (Boys Academy & Girls Academy)		
Proposed Regional Location: Columbus, Mississippi		
Anticipated Opening Date: August 2014	Contact Person: Darren Leach/Phone: (662) 251-5584	
Parent/Legal Guardian Information		
Parents/Legal Guardian's Name(s): Christina Leach		
Parent's Primary Phone Num:	Alternate Phone Number:	
Parent's Email Address:		
Student(s) Home Address:		
Street Address:		
City:	State:	Zip Code:
Student(s) Information		
Please list each child of whom you are interested in enrolling in Columbus Charter School.		
Student's Name: Zey Ahan C Leach	Age: 6	Grade Fall 2014: K
Student's Name:	Age:	Grade Fall 2014:
Student's Name:	Age:	Grade Fall 2014:
Parent/Legal Guardian (Print Name): Christina Leach		
Parent Legal Guardian (Signature): Christina Leach		Date: 3/13/2014

Parents must live in the attendance area for Columbus City Schools in order to apply for admission to Inspire Charter School. To learn more about the CCEO, visit: www.cceofoundation.org.



The Columbus Coalition for Educational Options – CCEO
Email us at: moreparentoptions@gmail.com

STUDENT ENROLLMENT FORM

-2-

The *Columbus Coalition for Educational Options* (CCEO) is taking applications for Grades **K- 3 and Freshman/9th Grade Academy (for Boys Academy and Girls Academy)** from parents who may be interested in enrolling their child/children in **INSPIRE STEM & ARTS SCHOLARS ACADEMY CHARTER SCHOOL** (Columbus, Mississippi). This confidential Intent to Enroll Form is used to demonstrate interest in having your child enroll. Signing this Intent to Enroll does not obligate the student to attend the planned charter school nor does it guarantee admission. However, parents/legal guardians who sign this Intent to Enroll are indicating a sincere desire to enroll their child/children in this school in the event that the *Mississippi Charter School Authorizer Board* approves the applicant's proposal to open in the Fall of 2014. Parents and guardians should understand that the *Mississippi Charter School Authorizer Board* must vote to approve any new charter school wanting to open in Mississippi and such vote has not yet occurred for the school referenced herein. Charter School applications are due to the *Mississippi Charter School Authorizer Board* January 2014. Charter proposals are due March 14, 2014.

School Information		
School Name: Inspire STEM & Arts Scholars Academy Charter School		
Grades Served: K-3 & Freshman/9th Grade Academy (Boys Academy & Girls Academy)		
Proposed Regional Location: Columbus, Mississippi		
Anticipated Opening Date: August 2014	Contact Person: Darren Leach/Phone: (662) 251-5584	
Parent/Legal Guardian Information		
Parents/Legal Guardian's Name(s): Christina Leach		
Parent's Primary Phone Number	Alternate Phone Number:	
Parent's Email Address:		
Student(s) Home Address:		
Street Address:		
City:	State:	Zip Code:
Student(s) Information		
Please list each child of whom you are interested in enrolling in Columbus Charter School.		
Student's Name: Zaiah Johnson	Age: 7	Grade Fall 2014: 1st 2nd
Student's Name:	Age:	Grade Fall 2014:
Student's Name:	Age:	Grade Fall 2014:

Parent/Legal Guardian (Print Name):

Parent Legal Guardian (Signature):

Date: **3/13/2014**

Parents must live in the attendance area for Columbus City Schools in order to apply for admission to Inspire Charter School. To learn more about the CCEO, visit: www.cceofoundation.org.



The Columbus Coalition for Educational Options – CCEO
Email us at: moreparentoptions@gmail.com

STUDENT ENROLLMENT FORM

-2-

The *Columbus Coalition for Educational Options* (CCEO) is taking applications for Grades **K- 3 and Freshman/9th Grade Academy (for Boys Academy and Girls Academy)** from parents who may be interested in enrolling their child/children in **INSPIRE STEM & ARTS SCHOLARS ACADEMY CHARTER SCHOOL** (Columbus, Mississippi). This confidential Intent to Enroll Form is used to demonstrate interest in having your child enroll. Signing this Intent to Enroll does not obligate the student to attend the planned charter school nor does it guarantee admission. However, parents/legal guardians who sign this Intent to Enroll are indicating a sincere desire to enroll their child/children in this school in the event that the *Mississippi Charter School Authorizer Board* approves the applicant's proposal to open in the Fall of 2014. Parents and guardians should understand that the *Mississippi Charter School Authorizer Board* must vote to approve any new charter school wanting to open in Mississippi and such vote has not yet occurred for the school referenced herein. Charter School applications are due to the *Mississippi Charter School Authorizer Board* January 2014. Charter proposals are due March 14, 2014.

School Information		
School Name: Inspire STEM & Arts Scholars Academy Charter School		
Grades Served: K-3 & Freshman/9th Grade Academy (Boys Academy & Girls Academy)		
Proposed Regional Location: Columbus, Mississippi		
Anticipated Opening Date: August 2014	Contact Person: Darren Leach/Phone: (662) 251-5584	
Parent/Legal Guardian Information		
Parents/Legal Guardian's Name(s): Cedric and Kimberly Gathings		
Parent's Primary Phone Number:	Alternate Phone Number:	
Parent's Email Address:		
Student(s) Home Address:		
Street Address:		
City:	State:	Zip Code:
Student(s) Information		
Please list each child of whom you are interested in enrolling in Columbus Charter School.		
Student's Name: Cedric S. Gathings II	Age: 7	Grade Fall 2014: 2nd
Student's Name: Chase B. Gathings	Age: 5	Grade Fall 2014: K
Student's Name:	Age:	Grade Fall 2014:
Parent/Legal Guardian (Print Name): Cedric and Kimberly Gathings		
Parent Legal Guardian (Signature): Cedric and Kimberly Gathings		Date: 3/13/14

Parents must live in the attendance area for Columbus City Schools in order to apply for admission to Inspire Charter School. To learn more about the CCEO, visit: www.cceofoundation.org.



The Columbus Coalition for Educational Options – CCEO
Email us at: moreparentoptions@gmail.com

STUDENT ENROLLMENT FORM

-2-

The **Columbus Coalition for Educational Options (CCEO)** is taking applications for Grades **K- 3 and Freshman/9th Grade Academy (for Boys Academy and Girls Academy)** from parents who may be interested in enrolling their child/children in **INSPIRE STEM & ARTS SCHOLARDS ACADEMY CHARTER SCHOOL** (Columbus, Mississippi). This confidential Intent to Enroll Form is used to demonstrate interest in having your child enroll. Signing this Intent to Enroll does not obligate the student to attend the planned charter school nor does it guarantee admission. However, parents/legal guardians who sign this Intent to Enroll are indicating a sincere desire to enroll their child/children in this school in the event that the *Mississippi Charter School Authorizer Board* approves the applicant's proposal to open in the Fall of 2014. Parents and guardians should understand that the *Mississippi Charter School Authorizer Board* must vote to approve any new charter school wanting to open in Mississippi and such vote has not yet occurred for the school referenced herein. Charter School applications are due to the *Mississippi Charter School Authorizer Board* January 2014. Charter proposals are due March 14, 2014.

School Information		
School Name: Inspire STEM & Arts Scholars Academy Charter School		
Grades Served: K-3 & Freshman/9th Grade Academy (Boys Academy & Girls Academy)		
Proposed Regional Location: Columbus, Mississippi		
Anticipated Opening Date: August 2014	Contact Person: Darren Leach/Phone: (662) 251-5584	
Parent/Legal Guardian Information		
Parents/Legal Guardian's Name(s): Edward + Barbara Yeates		
Parent's Primary Phone Number:	Alternate Phone Number:	
Parent's Email Address:		
Student(s) Home Address:		
Street Address		
City:	State:	Zip Code:
Student(s) Information		
Please list each child of whom you are interested in enrolling in Columbus Charter School.		
Student's Name: Faith Yeates	Age: 6	Grade Fall 2014: 2nd
Student's Name: Christian Yeates	Age: 4	Grade Fall 2014: Kinder.
Student's Name:	Age:	Grade Fall 2014:

Parent/Legal Guardian (Print Name): **Barbara Yeates**

Parent Legal Guardian (Signature): **Barbara Yeates** Date: **03 / 12 / 2014**

Parents must live in the attendance area for Columbus City Schools in order to apply for admission to Inspire Charter School. To learn more about the CCEO, visit: www.cceofoundation.org.



The Columbus Coalition for Educational Options – CCEO
Email us at: moreparentoptions@gmail.com

STUDENT ENROLLMENT FORM

-2-

The *Columbus Coalition for Educational Options* (CCEO) is taking applications for Grades **K- 3 and Freshman/9th Grade Academy (for Boys Academy and Girls Academy)** from parents who may be interested in enrolling their child/children in **INSPIRE STEM & ARTS SCHOLARDS ACADEMY CHARTER SCHOOL** (Columbus, Mississippi). This confidential Intent to Enroll Form is used to demonstrate interest in having your child enroll. Signing this Intent to Enroll does not obligate the student to attend the planned charter school nor does it guarantee admission. However, parents/legal guardians who sign this Intent to Enroll are indicating a sincere desire to enroll their child/children in this school in the event that the *Mississippi Charter School Authorizer Board* approves the applicant's proposal to open in the Fall of 2014. Parents and guardians should understand that the *Mississippi Charter School Authorizer Board* must vote to approve any new charter school wanting to open in Mississippi and such vote has not yet occurred for the school referenced herein. Charter School applications are due to the *Mississippi Charter School Authorizer Board* January 2014. Charter proposals are due March 14, 2014.

School Information		
School Name: Inspire STEM & Arts Scholars Academy Charter School		
Grades Served: K-3 & Freshman/9th Grade Academy (Boys Academy & Girls Academy)		
Proposed Regional Location: Columbus, Mississippi		
Anticipated Opening Date: August 2014	Contact Person: Darren Leach/Phone: (662) 251-5584	
Parent/Legal Guardian Information		
Parents/Legal Guardian's Name(s):		
Parent's Primary Phone Number:	Alternate Phone Number:	
Parent's Email Address:		
Student(s) Home Address:		
Street Address:		
City	State:	Zip Code:
Student(s) Information		
Please list each child of whom you are interested in enrolling in Columbus Charter School.		
Student's Name: Zariah Johnson	Age: 7	Grade Fall 2014: 2nd
Student's Name: Zy' Ajah Leech	Age: 6	Grade Fall 2014: 1st
Student's Name:	Age:	Grade Fall 2014:

Parent/Legal Guardian (Print Name): **Christina Leach**

Parent Legal Guardian (Signature): *Christina Leach*

Date: **03/09/2014**

Parents must live in the attendance area for Columbus City Schools in order to apply for admission to Inspire Charter School. To learn more about the CCEO, visit: www.cceofoundation.org.



The Columbus Coalition for Educational Options – CCEO
Email us at: moreparentoptions@gmail.com

STUDENT ENROLLMENT FORM

-2-

The *Columbus Coalition for Educational Options* (CCEO) is taking applications for Grades **K- 3 and Freshman/9th Grade Academy (for Boys Academy and Girls Academy)** from parents who may be interested in enrolling their child/children in **INSPIRE STEM & ARTS SCHOLARDS ACADEMY CHARTER SCHOOL** (Columbus, Mississippi). This confidential Intent to Enroll Form is used to demonstrate interest in having your child enroll. Signing this Intent to Enroll does not obligate the student to attend the planned charter school nor does it guarantee admission. However, parents/legal guardians who sign this Intent to Enroll are indicating a sincere desire to enroll their child/children in this school in the event that the *Mississippi Charter School Authorizer Board* approves the applicant's proposal to open in the Fall of 2014. Parents and guardians should understand that the *Mississippi Charter School Authorizer Board* must vote to approve any new charter school wanting to open in Mississippi and such vote has not yet occurred for the school referenced herein. Charter School applications are due to the *Mississippi Charter School Authorizer Board* January 2014. Charter proposals are due March 14, 2014.

School Information		
School Name: Inspire STEM & Arts Scholars Academy Charter School		
Grades Served: K-3 & Freshman/9th Grade Academy (Boys Academy & Girls Academy)		
Proposed Regional Location: Columbus, Mississippi		
Anticipated Opening Date: August 2014	Contact Person: Darren Leach/Phone: (662) 251-5584	
Parent/Legal Guardian Information		
Parents/Legal Guardian's Name(s): Darren and Jackie Leach		
Parent's Primary Phone Number: _____	Alternate Phone Number: _____	
Parent's Email Address: _____		
Student(s) Home Address:		
Street Address: _____		
City: _____	State: _____	Zip Code: _____
Student(s) Information		
Please list each child of whom you are interested in enrolling in Columbus Charter School .		
Student's Name: Matthew Leach	Age: 12	Grade Fall 2014: 8th
Student's Name: _____	Age: _____	Grade Fall 2014: _____
Student's Name: _____	Age: _____	Grade Fall 2014: _____

Parent/Legal Guardian (Print Name): **Jackie Leach**
 Parent Legal Guardian (Signature): **Jackie Leach** Date: **3/10/14**

Parents must live in the attendance area for Columbus City Schools in order to apply for admission to Inspire Charter School. To learn more about the CCEO, visit: www.cceofoundation.org.



The Columbus Coalition for Educational Options – CCEO
Email us at: moreparentoptions@gmail.com

STUDENT ENROLLMENT FORM

-2-

The *Columbus Coalition for Educational Options* (CCEO) is taking applications for Grades **K- 3 and Freshman/9th Grade Academy** (for **Boys Academy and Girls Academy**) from parents who may be interested in enrolling their child/children in **INSPIRE STEM & ARTS SCHOLARDS ACADEMY CHARTER SCHOOL** (Columbus, Mississippi). This confidential Intent to Enroll Form is used to demonstrate interest in having your child enroll. Signing this Intent to Enroll does not obligate the student to attend the planned charter school nor does it guarantee admission. However, parents/legal guardians who sign this Intent to Enroll are indicating a sincere desire to enroll their child/children in this school in the event that the *Mississippi Charter School Authorizer Board* approves the applicant's proposal to open in the Fall of 2014. Parents and guardians should understand that the *Mississippi Charter School Authorizer Board* must vote to approve any new charter school wanting to open in Mississippi and such vote has not yet occurred for the school referenced herein. Charter School applications are due to the *Mississippi Charter School Authorizer Board* January 2014. Charter proposals are due March 14, 2014.

School Information		
School Name: Inspire STEM & Arts Scholars Academy Charter School		
Grades Served: K-3 & Freshman/9th Grade Academy (Boys Academy & Girls Academy)		
Proposed Regional Location: Columbus, Mississippi		
Anticipated Opening Date: August 2014	Contact Person: Darren Leach/Phone: (662) 251-5584	
Parent/Legal Guardian Information		
Parents/Legal Guardian's Name(s): Darren and Jackie Leach		
Parent's Primary Phone Number	Alternate Phone Number	
Parent's Email Address:		
Student(s) Home Address:		
Street Address:		
City:	State:	Zip Code:
Student(s) Information		
Please list each child of whom you are interested in enrolling in Columbus Charter School.		
Student's Name: Madison Leach	Age: 9	Grade Fall 2014: 4th
Student's Name:	Age:	Grade Fall 2014:
Student's Name:	Age:	Grade Fall 2014:

Parent/Legal Guardian (Print Name): **Jackie Leach**

Parent Legal Guardian (Signature): **Jackie Leach** Date: **3 / 10 / 14**

Parents must live in the attendance area for Columbus City Schools in order to apply for admission to Inspire Charter School. To learn more about the CCEO, visit: www.cceofoundation.org.



The Columbus Coalition for Educational Options – CCEO
Email us at: moreparentoptions@gmail.com

STUDENT ENROLLMENT FORM

-2-

The *Columbus Coalition for Educational Options* (CCEO) is taking applications for Grades **K- 3 and Freshman/9th Grade Academy (for Boys Academy and Girls Academy)** from parents who may be interested in enrolling their child/children in **INSPIRE STEM & ARTS SCHOLARDS ACADEMY CHARTER SCHOOL** (Columbus, Mississippi). This confidential Intent to Enroll Form is used to demonstrate interest in having your child enroll. Signing this Intent to Enroll does not obligate the student to attend the planned charter school nor does it guarantee admission. However, parents/legal guardians who sign this Intent to Enroll are indicating a sincere desire to enroll their child/children in this school in the event that the *Mississippi Charter School Authorizer Board* approves the applicant's proposal to open in the Fall of 2014. Parents and guardians should understand that the *Mississippi Charter School Authorizer Board* must vote to approve any new charter school wanting to open in Mississippi and such vote has not yet occurred for the school referenced herein. Charter School applications are due to the *Mississippi Charter School Authorizer Board* January 2014. Charter proposals are due March 14, 2014.

School Information		
School Name: Inspire STEM & Arts Scholars Academy Charter School		
Grades Served: K-3 & Freshman/9th Grade Academy (Boys Academy & Girls Academy)		
Proposed Regional Location: Columbus, Mississippi		
Anticipated Opening Date: August 2014	Contact Person: Darren Leach/Phone: (662) 251-5584	
Parent/Legal Guardian Information		
Parents/Legal Guardian's Name(s): Darren + Jackie Leach		
Parent's Primary Phone Number	Alternate Phone Number:	
Parent's Email Address:		
Student(s) Home Address:		
Street Address:		
City:	State:	Zip Code:
Student(s) Information		
Please list each child of whom you are interested in enrolling in Columbus Charter School.		
Student's Name: Maxwell Leach	Age: 5	Grade Fall 2014: 1ST
Student's Name:	Age:	Grade Fall 2014:
Student's Name:	Age:	Grade Fall 2014:

Parent/Legal Guardian (Print Name): **Darren Leach**

Parent Legal Guardian (Signature): Date: **3/7/2014**

Parents must live in the attendance area for Columbus City Schools in order to apply for admission to Inspire Charter School. To learn more about the CCEO, visit: www.cceofoundation.org.



The Columbus Coalition for Educational Options – CCEO
 Email us at: moreparentoptions@gmail.com

STUDENT ENROLLMENT FORM

-2-

The *Columbus Coalition for Educational Options* (CCEO) is taking applications for Grades K-8 from parents who may be interested in enrolling their child/children in **INSPIRE CHARTER SCHOOL** (Columbus, Mississippi). This confidential Intent to Enroll Form is used to demonstrate interest in having your child enroll. Signing this Intent to Enroll does not obligate the student to attend the planned charter school nor does it guarantee admission. However, parents/legal guardians who sign this Intent to Enroll are indicating a sincere desire to enroll their child/children in this school in the event that the *Mississippi Charter School Authorizer Board* approves the applicant's proposal to open in the Fall of 2014. Parents and guardians should understand that the *Mississippi Charter School Authorizer Board* must vote to approve any new charter school wanting to open in Mississippi and such vote has not yet occurred for the school referenced herein. Charter School applications are due to the *Mississippi Charter School Authorizer Board* January 2014.

School Information		
School Name: Inspire Charter School		
Grades Served: K-8		
Proposed Regional Location: Columbus, Mississippi		
Anticipated Opening Date: August 2014	Contact Person: Darren Leach/Phone: (662) 251-5584	
Parent/Legal Guardian Information		
Parents/Legal Guardian's Name(s): <u>Allan & Christina Chunn</u>		
Parent's Primary Phone Number	Alternate Phone Number:	
Parent's Email Address:		
Student(s) Home Address:		
Street Address:		
City	State:	Zip Code:
Student(s) Information		
Please list each child of whom you are interested in enrolling in Columbus Charter School.		
Student's Name: <u>Hunter Chunn</u>	Age: <u>9</u>	Grade Fall 2014: <u>5th grade</u>
Student's Name: <u>Michaela Chunn</u>	Age: <u>6</u>	Grade Fall 2014: <u>2nd grade</u>
Student's Name:	Age:	Grade Fall 2014:

Parent/Legal Guardian (Print Name): Christina Chunn

Parent Legal Guardian (Signature): Christina M. Chunn

Date: 11/12/13

Parents must live in the attendance area for Columbus City Schools in order to apply for admission to Inspire Charter School. To learn more about the CCEO, visit: www.cceofoundation.org.



The Columbus Coalition for Educational Options – CCEO
Email us at: moreparentoptions@gmail.com

STUDENT ENROLLMENT FORM

-2-

The *Columbus Coalition for Educational Options* (CCEO) is taking applications for **Grades K-3** from parents who may be interested in enrolling their child/children in **INSPIRE CHARTER SCHOOL** (Columbus, Mississippi). This confidential Intent to Enroll Form is used to demonstrate interest in having your child enroll. Signing this Intent to Enroll does not obligate the student to attend the planned charter school nor does it guarantee admission. However, parents/legal guardians who sign this Intent to Enroll are indicating a sincere desire to enroll their child/children in this school in the event that the *Mississippi Charter School Authorizer Board* approves the applicant's proposal to open in the Fall of 2014. Parents and guardians should understand that the *Mississippi Charter School Authorizer Board* must vote to approve any new charter school wanting to open in Mississippi and such vote has not yet occurred for the school referenced herein. Charter School applications are due to the *Mississippi Charter School Authorizer Board* January 2014.

School Information		
School Name: Inspire Charter School		
Grades Served: K-3		
Proposed Regional Location: Columbus, Mississippi		
Anticipated Opening Date: August 2014	Contact Person: Darren Leach/Phone: (662) 251-5584 Email: leach_da@yahoo.com	
Parent/Legal Guardian Information		
Parents/Legal Guardian's Name(s): <u>Morgan & Alisha Davis</u>		
Parent's Primary Phone Number:	Alternate Phone Number:	
Parent's Email Address:		
Student(s) Home Address:		
Street Address:		
City:	State:	Zip Code:
Student(s) Information		
Please list each child of whom you are interested in enrolling in Columbus Charter School.		
Student's Name: <u>Jaleal M. Davis</u>	Age: <u>7</u>	Grade Fall 2014: <u>2nd</u>
Student's Name:	Age:	Grade Fall 2014:
Student's Name:	Age:	Grade Fall 2014:

Parent/Legal Guardian (Print Name): Alisha Davis

Parent Legal Guardian (Signature): [Signature] Date: 1/23/14

Parents must live in the attendance area for Columbus City Schools in order to apply for admission to Inspire Charter School. To learn more about the CCEO, visit: www.cceofoundation.org.



The Columbus Coalition for Educational Options – CCEO
 Email us at: moreparentoptions@gmail.com

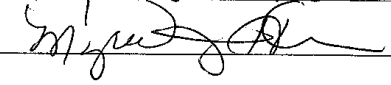
STUDENT ENROLLMENT FORM

-2-

The **Columbus Coalition for Educational Options** (CCEO) is taking applications for Grades K-8 from parents who may be interested in enrolling their child/children in **INSPIRE CHARTER SCHOOL** (Columbus, Mississippi). This confidential Intent to Enroll Form is used to demonstrate interest in having your child enroll. Signing this Intent to Enroll does not obligate the student to attend the planned charter school nor does it guarantee admission. However, parents/legal guardians who sign this Intent to Enroll are indicating a sincere desire to enroll their child/children in this school in the event that the *Mississippi Charter School Authorizer Board* approves the applicant's proposal to open in the Fall of 2014. Parents and guardians should understand that the *Mississippi Charter School Authorizer Board* must vote to approve any new charter school wanting to open in Mississippi and such vote has not yet occurred for the school referenced herein. Charter School applications are due to the *Mississippi Charter School Authorizer Board* January 2014.

School Information		
School Name: Inspire Charter School		
Grades Served: K-8		
Proposed Regional Location: Columbus, Mississippi		
Anticipated Opening Date: August 2014	Contact Person: Darren Leach/Phone: (662) 251-5584	
Parent/Legal Guardian Information		
Parents/Legal Guardian's Name(s): <u>Myra J Hargston</u>		
Parent's Primary Phone Number:	Alternate Phone Number:	
Parent's Email Address:		
Student(s) Home Address:		
Street Address:		
City:	State:	Zip Code:
Student(s) Information		
Please list each child of whom you are interested in enrolling in Columbus Charter School.		
Student's Name: <u>Joshua Smith</u>	Age: <u>8</u>	Grade Fall 2014: <u>3rd</u>
Student's Name:	Age:	Grade Fall 2014:
Student's Name:	Age:	Grade Fall 2014:

Parent/Legal Guardian (Print Name): Myra J Hargston

Parent Legal Guardian (Signature): 

Date: 11/12/13

Parents must live in the attendance area for Columbus City Schools in order to apply for admission to Inspire Charter School. To learn more about the CCEO, visit: www.cceofoundation.org.

The Columbus Coalition for Educational Options – CCEO
 Email us at: moreparentoptions@gmail.com



STUDENT ENROLLMENT FORM

-2-

The *Columbus Coalition for Educational Options* (CCEO) is taking applications for Grades K-8 from parents who may be interested in enrolling their child/children in **INSPIRE CHARTER SCHOOL** (Columbus, Mississippi). This confidential Intent to Enroll Form is used to demonstrate interest in having your child enroll. Signing this Intent to Enroll does not obligate the student to attend the planned charter school nor does it guarantee admission. However, parents/legal guardians who sign this Intent to Enroll are indicating a sincere desire to enroll their child/children in this school in the event that the *Mississippi Charter School Authorizer Board* approves the applicant's proposal to open in the Fall of 2014. Parents and guardians should understand that the *Mississippi Charter School Authorizer Board* must vote to approve any new charter school wanting to open in Mississippi and such vote has not yet occurred for the school referenced herein. Charter School applications are due to the *Mississippi Charter School Authorizer Board* January 2014.

School Information		
School Name: Inspire Charter School		
Grades Served: K-8		
Proposed Regional Location: Columbus, Mississippi		
Anticipated Opening Date: August 2014	Contact Person: Darren Leach/Phone: (662) 251-5584	
Parent/Legal Guardian Information		
Parents/Legal Guardian's Name(s): <i>Ruby Jackson</i>		
Parent's Primary Phone Number	Alternate Phone Number	
Parent's Email Address:		
Student(s) Home Address:		
Street Address:		
City:	State:	Zip Code:
Student(s) Information		
Please list each child of whom you are interested in enrolling in Columbus Charter School.		
Student's Name: <i>John Wesley Jackson</i>	Age: <i>11</i>	Grade Fall 2014: <i>6th</i>
Student's Name:	Age:	Grade Fall 2014:
Student's Name:	Age:	Grade Fall 2014:

Parent/Legal Guardian (Print Name): *Ruby Jackson*
 Parent Legal Guardian (Signature): *Ruby Jackson*
 Date: *11/12/13*

Parents must live in the attendance area for Columbus City Schools in order to apply for admission to Inspire Charter School. To learn more about the CCEO, visit: www.cceofoundation.org.



The Columbus Coalition for Educational Options – CCEO
Email us at: moreparentoptions@gmail.com

STUDENT ENROLLMENT FORM

-2-

The **Columbus Coalition for Educational Options** (CCEO) is taking applications for Grades K-8 from parents who may be interested in enrolling their child/children in **INSPIRE CHARTER SCHOOL** (Columbus, Mississippi). This confidential Intent to Enroll Form is used to demonstrate interest in having your child enroll. Signing this Intent to Enroll does not obligate the student to attend the planned charter school nor does it guarantee admission. However, parents/legal guardians who sign this Intent to Enroll are indicating a sincere desire to enroll their child/children in this school in the event that the *Mississippi Charter School Authorizer Board* approves the applicant's proposal to open in the Fall of 2014. Parents and guardians should understand that the *Mississippi Charter School Authorizer Board* must vote to approve any new charter school wanting to open in Mississippi and such vote has not yet occurred for the school referenced herein. Charter School applications are due to the *Mississippi Charter School Authorizer Board* January 2014.

School Information		
School Name: Inspire Charter School		
Grades Served: K-8		
Proposed Regional Location: Columbus, Mississippi		
Anticipated Opening Date: August 2014	Contact Person: Darren Leach/Phone: (662) 251-5584	
Parent/Legal Guardian Information		
Parents/Legal Guardian's Name(s): <u>Erick & Pamela Herron</u>		
Parent's Primary Phone Number:	Alternate Phone Number:	
Parent's Email Address:		
Student(s) Home Address:		
Street Address:		
City:	State:	Zip Code:
Student(s) Information		
Please list each child of whom you are interested in enrolling in Columbus Charter School.		
Student's Name: <u>Erick L. Herron</u>	Age: <u>8</u>	Grade Fall 2014:
Student's Name: <u>Elisia L. Herron</u>	Age: <u>6</u>	Grade Fall 2014:
Student's Name:	Age:	Grade Fall 2014:

Parent/Legal Guardian (Print Name): Pamela Herron
 Parent Legal Guardian (Signature): Pamela Herron
 Date: 12/14/13

Parents must live in the attendance area for Columbus City Schools in order to apply for admission to Inspire Charter School. To learn more about the CCEO, visit: www.cceofoundation.org.



The Columbus Coalition for Educational Options – CCEO
Email us at: moreparentoptions@gmail.com

STUDENT ENROLLMENT FORM

-2-

The *Columbus Coalition for Educational Options* (CCEO) is taking applications for Grades **K- 3 and Freshman/9th Grade Academy (for Boys Academy and Girls Academy)** from parents who may be interested in enrolling their child/children in **INSPIRE STEM & ARTS SCHOLARDS ACADEMY CHARTER SCHOOL** (Columbus, Mississippi). This confidential Intent to Enroll Form is used to demonstrate interest in having your child enroll. Signing this Intent to Enroll does not obligate the student to attend the planned charter school nor does it guarantee admission. However, parents/legal guardians who sign this Intent to Enroll are indicating a sincere desire to enroll their child/children in this school in the event that the *Mississippi Charter School Authorizer Board* approves the applicant's proposal to open in the Fall of 2014. Parents and guardians should understand that the *Mississippi Charter School Authorizer Board* must vote to approve any new charter school wanting to open in Mississippi and such vote has not yet occurred for the school referenced herein. Charter School applications are due to the *Mississippi Charter School Authorizer Board* January 2014. Charter proposals are due March 14, 2014.

School Information		
School Name: Inspire STEM & Arts Scholars Academy Charter School		
Grades Served: K-3 & Freshman/9th Grade Academy (Boys Academy & Girls Academy)		
Proposed Regional Location: Columbus, Mississippi		
Anticipated Opening Date: August 2014	Contact Person: Darren Leach/Phone: (662) 251-5584	
Parent/Legal Guardian Information		
Parents/Legal Guardian's Name(s): <u>Michael and Martha Liddell</u>		
Parent's Primary Phone Number:	Alternate Phone Number:	
Parent's Email Address:		
Student(s) Home Address:		
Street Address:		
City:	State:	Zip Code:
Student(s) Information		
Please list each child of whom you are interested in enrolling in Columbus Charter School.		
Student's Name: <u>Benjamin Liddell</u>	Age: <u>8</u>	Grade Fall 2014: <u>3rd</u>
Student's Name:	Age:	Grade Fall 2014:
Student's Name:	Age:	Grade Fall 2014:

Parent/Legal Guardian (Print Name): Martha Liddell
 Parent Legal Guardian (Signature): Martha Liddell Date: 3/4/2014

Parents must live in the attendance area for Columbus City Schools in order to apply for admission to Inspire Charter School. To learn more about the CCEO, visit: www.cceofoundation.org.



The Columbus Coalition for Educational Options – CCEO
Email us at: moreparentoptions@gmail.com

STUDENT ENROLLMENT FORM

-2-

The *Columbus Coalition for Educational Options* (CCEO) is taking applications for Grades **K- 3 and Freshman/9th Grade Academy (for Boys Academy and Girls Academy)** from parents who may be interested in enrolling their child/children in **INSPIRE STEM & ARTS SCHOLARS ACADEMY CHARTER SCHOOL** (Columbus, Mississippi). This confidential Intent to Enroll Form is used to demonstrate interest in having your child enroll. Signing this Intent to Enroll does not obligate the student to attend the planned charter school nor does it guarantee admission. However, parents/legal guardians who sign this Intent to Enroll are indicating a sincere desire to enroll their child/children in this school in the event that the *Mississippi Charter School Authorizer Board* approves the applicant's proposal to open in the Fall of 2014. Parents and guardians should understand that the *Mississippi Charter School Authorizer Board* must vote to approve any new charter school wanting to open in Mississippi and such vote has not yet occurred for the school referenced herein. Charter School applications are due to the *Mississippi Charter School Authorizer Board* January 2014. Charter proposals are due March 14, 2014.

School Information		
School Name: Inspire STEM & Arts Scholars Academy Charter School		
Grades Served: K-3 & Freshman/9th Grade Academy (Boys Academy & Girls Academy)		
Proposed Regional Location: Columbus, Mississippi		
Anticipated Opening Date: August 2014	Contact Person: Darren Leach/Phone: (662) 251-5584	
Parent/Legal Guardian Information		
Parents/Legal Guardian's Name(s): Myesha Johnson		
Parent's Primary Phone Number	Alternate Phone Number	
Parent's Email Address:		
Student(s) Home Address:		
Street Address:		
City:	State:	Zip Code:
Student(s) Information		
Please list each child of whom you are interested in enrolling in Columbus Charter School.		
Student's Name: Jatavious Williams	Age: 15	Grade Fall 2014: 8th
Student's Name:	Age:	Grade Fall 2014:
Student's Name:	Age:	Grade Fall 2014:

Parent/Legal Guardian (Print Name): **Myesha William Johnson**
 Parent Legal Guardian (Signature): **Myesha Johnson** Date: **3/13/14**

Parents must live in the attendance area for Columbus City Schools in order to apply for admission to Inspire Charter School. To learn more about the CCEO, visit: www.cceofoundation.org.

Freshman/9th Grade Academy (for Boys Academy and Girls Academy) from parents who may be interested in enrolling their child/children in **INSPIRE STEM & ARTS SCHOLARS ACADEMY CHARTER SCHOOL** (Columbus, Mississippi). This confidential Intent to Enroll Form is used to demonstrate interest in having your child enroll. Signing this Intent to Enroll does not obligate the student to attend the planned charter school nor does it guarantee admission. However, parents/legal guardians who sign this Intent to Enroll are indicating a sincere desire to enroll their child/children in this school in the event that the *Mississippi Charter School Authorizer Board* approves the applicant's proposal to open in the Fall of 2014. Parents and guardians should understand that the *Mississippi Charter School Authorizer Board* must vote to approve any new charter school wanting to open in Mississippi and such vote has not yet occurred for the school referenced herein. Charter School applications are due to the *Mississippi Charter School Authorizer Board* January 2014. Charter proposals are due March 14, 2014.

School Information		
School Name: Inspire STEM & Arts Scholars Academy Charter School		
Grades Served: K-3 & Freshman/9th Grade Academy (Boys Academy & Girls Academy)		
Proposed Regional Location: Columbus, Mississippi		
Anticipated Opening Date: August 2014	Contact Person: Darren Leach/Phone: (662) 251-5584	
Parent/Legal Guardian Information		
Parents/Legal Guardian's Name(s): Carina / Micael Jiggetts		
Parent's Primary Phone Number:	Alternate Phone Number:	
Parent's Email Address:		
Student(s) Home Address:		
Street Address:		
City:	State:	Zip Code:
Student(s) Information		
Please list each child of whom you are interested in enrolling in Columbus Charter School.		
Student's Name: Anthony Newland	Age: 5	Grade Fall 2014: 1st
Student's Name:	Age:	Grade Fall 2014:
Student's Name:	Age:	Grade Fall 2014:

Parent/Legal Guardian (Print Name): **Carina Jiggetts**

Parent Legal Guardian (Signature):  Date: **3/13/14**

Parents must live in the attendance area for Columbus City Schools in order to apply for admission to Inspire Charter School. To learn more about the CACS admission process, visit www.cacsmsd.org.

The Columbus Coalition for Educational Options – CCEO
Email us at: moreparentoptions@gmail.com



STUDENT ENROLLMENT FORM

-2-

The *Columbus Coalition for Educational Options* (CCEO) is taking applications for Grades K- 3 and Freshman/9th Grade Academy (for Boys Academy and Girls Academy) from parents who may be interested in enrolling their child/children in **INSPIRE STEM & ARTS SCHOLARDS ACADEMY CHARTER SCHOOL** (Columbus, Mississippi). This confidential Intent to Enroll Form is used to demonstrate interest in having your child enroll. Signing this Intent to Enroll does not obligate the student to attend the planned charter school nor does it guarantee admission. However, parents/legal guardians who sign this Intent to Enroll are indicating a sincere desire to enroll their child/children in this school in the event that the *Mississippi Charter School Authorizer Board* approves the applicant's proposal to open in the Fall of 2014. Parents and guardians should understand that the *Mississippi Charter School Authorizer Board* must vote to approve any new charter school wanting to open in Mississippi and such vote has not yet occurred for the school referenced herein. Charter School applications are due to the *Mississippi Charter School Authorizer Board* January 2014. Charter proposals are due March 14, 2014.

School Information		
School Name: Inspire STEM & Arts Scholars Academy Charter School		
Grades Served: K-3 & Freshman/9 th Grade Academy (Boys Academy & Girls Academy)		
Proposed Regional Location: Columbus, Mississippi		
Anticipated Opening Date: August 2014	Contact Person: Darren Leach/Phone: (662) 251-5584	
Parent/Legal Guardian Information		
Parents/Legal Guardian's Name(s): <u>Mitchell and Natalie Ryan</u>		
Parent's Primary Phone Number:	Alternate Phone Number:	
Parent's Email Address:		
Student(s) Home Address:		
Street Address:		
City:	State:	Zip Code:
Student(s) Information		
Please list each child of whom you are interested in enrolling in Columbus Charter School.		
Student's Name: <u>Lillian Ryan</u>	Age: <u>5</u>	Grade Fall 2014: <u>K</u>
Student's Name:	Age:	Grade Fall 2014:
Student's Name:	Age:	Grade Fall 2014:

Parent/Legal Guardian (Print Name): Natalie Ryan

Parent Legal Guardian (Signature): Natalie Ryan Date: 03/13/2014

Parents must live in the attendance area for Columbus City Schools in order to apply for admission to Inspire Charter School. To learn more about the CCEO, visit: www.cceofoundation.org.

The Columbus Coalition for Educational Options – CCEO
 Email us at: moreparentoptions@gmail.com

STUDENT ENROLLMENT FORM

-2-

The *Columbus Coalition for Educational Options* (CCEO) is taking applications for Grades K- 3 and Freshman/9th Grade Academy (for Boys Academy and Girls Academy) from parents who may be interested in enrolling their child/children in **INSPIRE STEM & ARTS SCHOLARDS ACADEMY CHARTER SCHOOL** (Columbus, Mississippi). This confidential Intent to Enroll Form is used to demonstrate interest in having your child enroll. Signing this Intent to Enroll does not obligate the student to attend the planned charter school nor does it guarantee admission. However, parents/legal guardians who sign this Intent to Enroll are indicating a sincere desire to enroll their child/children in this school in the event that the *Mississippi Charter School Authorizer Board* approves the applicant's proposal to open in the Fall of 2014. Parents and guardians should understand that the *Mississippi Charter School Authorizer Board* must vote to approve any new charter school wanting to open in Mississippi and such vote has not yet occurred for the school referenced herein. Charter School applications are due to the *Mississippi Charter School Authorizer Board* January 2014. Charter proposals are due March 14, 2014.

School Information		
School Name: Inspire STEM & Arts Scholars Academy Charter School		
Grades Served: K-3 & Freshman/9th Grade Academy (Boys Academy & Girls Academy)		
Proposed Regional Location: Columbus, Mississippi		
Anticipated Opening Date: August 2014	Contact Person: Darren Leach/Phone: (662) 251-5584	
Parent/Legal Guardian Information		
Parents/Legal Guardian's Name(s): Justin Davison & Stacy Davison		
Parent's Primary Phone Number:	Alternate Phone Number:	
Parent's Email Address:		
Student(s) Home Address:		
Street Address:		
City:	State:	Zip Code:
Student(s) Information		
Please list each child of whom you are interested in enrolling in Columbus Charter School.		
Student's Name: Lucas Davison	Age: 4	Grade Fall 2014: 4 year Pre K
Student's Name: Morgan Davison	Age: 8	Grade Fall 2014: 4th
Student's Name:	Age:	Grade Fall 2014:

Parent/Legal Guardian (Print Name): **Stacy Davison**

Parent Legal Guardian (Signature): **Stacy Davison** Date: **3/13/2014**

Parents must live in the attendance area for Columbus City Schools in order to apply for admission to Inspire Charter School. To learn more about the CCEO, visit: www.cceofoundation.org.



The Columbus Coalition for Educational Options – CCEO
Email us at: moreparentoptions@gmail.com

STUDENT ENROLLMENT FORM

-2-

The *Columbus Coalition for Educational Options* (CCEO) is taking applications for Grades K- 3 and Freshman/9th Grade Academy (for Boys Academy and Girls Academy) from parents who may be interested in enrolling their child/children in **INSPIRE STEM & ARTS SCHOLARS ACADEMY CHARTER SCHOOL** (Columbus, Mississippi). This confidential Intent to Enroll Form is used to demonstrate interest in having your child enroll. Signing this Intent to Enroll does not obligate the student to attend the planned charter school nor does it guarantee admission. However, parents/legal guardians who sign this Intent to Enroll are indicating a sincere desire to enroll their child/children in this school in the event that the *Mississippi Charter School Authorizer Board* approves the applicant's proposal to open in the Fall of 2014. Parents and guardians should understand that the *Mississippi Charter School Authorizer Board* must vote to approve any new charter school wanting to open in Mississippi and such vote has not yet occurred for the school referenced herein. Charter School applications are due to the *Mississippi Charter School Authorizer Board* January 2014. Charter proposals are due March 14, 2014.

School Information		
School Name: Inspire STEM & Arts Scholars Academy Charter School		
Grades Served: K-3 & Freshman/9th Grade Academy (Boys Academy & Girls Academy)		
Proposed Regional Location: Columbus, Mississippi		
Anticipated Opening Date: August 2014	Contact Person: Darren Leach/Phone: (662) 251-5584	
Parent/Legal Guardian Information		
Parents/Legal Guardian's Name(s): Syretta Johnson		
Parent's Primary Phone Number:	Alternate Phone Number:	
Parent's Email Address:		
Student(s) Home Address:		
Street Address:		
City:	State:	Zip Code:
Student(s) Information		
Please list each child of whom you are interested in enrolling in Columbus Charter School.		
Student's Name: Antonio Taylor	Age: 9	Grade Fall 2014:
Student's Name:	Age:	Grade Fall 2014:
Student's Name:	Age:	Grade Fall 2014:

Parent/Legal Guardian (Print Name): **Syretta A. Johnson**
 Parent Legal Guardian (Signature): *[Signature]* Date: **3/13/2014**

Parents must live in the attendance area for Columbus City Schools in order to apply for admission to Inspire Charter School. To learn more about the CCEO, visit: www.cceofoundation.org.



The Columbus Coalition for Educational Options – CCEO
Email us at: moreparentoptions@gmail.com

STUDENT ENROLLMENT FORM

-2-

The *Columbus Coalition for Educational Options* (CCEO) is taking applications for Grades **K- 3 and Freshman/9th Grade Academy (for Boys Academy and Girls Academy)** from parents who may be interested in enrolling their child/children in **INSPIRE STEM & ARTS ^{Scholar} SCHOLARS ACADEMY CHARTER SCHOOL** (Columbus, Mississippi). This confidential Intent to Enroll Form is used to demonstrate interest in having your child enroll. Signing this Intent to Enroll does not obligate the student to attend the planned charter school nor does it guarantee admission. However, parents/legal guardians who sign this Intent to Enroll are indicating a sincere desire to enroll their child/children in this school in the event that the *Mississippi Charter School Authorizer Board* approves the applicant's proposal to open in the Fall of 2014. Parents and guardians should understand that the *Mississippi Charter School Authorizer Board* must vote to approve any new charter school wanting to open in Mississippi and such vote has not yet occurred for the school referenced herein. Charter School applications are due to the *Mississippi Charter School Authorizer Board* January 2014. Charter proposals are due March 14, 2014.

School Information		
School Name: Inspire STEM & Arts Scholars Academy Charter School		
Grades Served: K-3 & Freshman/9th Grade Academy (Boys Academy & Girls Academy)		
Proposed Regional Location: Columbus, Mississippi		
Anticipated Opening Date: August 2014	Contact Person: Darren Leach/Phone: (662) 251-5584	
Parent/Legal Guardian Information		
Parents/Legal Guardian's Name(s): E Frem Coleman		
Parent's Primary Phone Number	Alternate Phone Number:	
Parent's Email Address:		
Student(s) Home Address:		
Street Address:		
City:	State:	Zip Code:
Student(s) Information		
Please list each child of whom you are interested in enrolling in Columbus Charter School.		
Student's Name: Faith Coleman	Age: 11	Grade Fall 2014: 6th
Student's Name:	Age:	Grade Fall 2014:
Student's Name:	Age:	Grade Fall 2014:

Parent/Legal Guardian (Print Name): **E Frem Coleman**

Parent Legal Guardian (Signature): **E Frem Coleman** Date: **3/13/14**

Parents must live in the attendance area for Columbus City Schools in order to apply for admission to Inspire Charter School. To learn more about the CCEO, visit: www.cceofoundation.org.



The Columbus Coalition for Educational Options – CCEO
Email us at: moreparentoptions@gmail.com

STUDENT ENROLLMENT FORM

-2-

The *Columbus Coalition for Educational Options* (CCEO) is taking applications for Grades **K- 3 and Freshman/9th Grade Academy (for Boys Academy and Girls Academy)** from parents who may be interested in enrolling their child/children in **INSPIRE STEM & ARTS SCHOLARS ACADEMY CHARTER SCHOOL** (Columbus, Mississippi). This confidential Intent to Enroll Form is used to demonstrate interest in having your child enroll. Signing this Intent to Enroll does not obligate the student to attend the planned charter school nor does it guarantee admission. However, parents/legal guardians who sign this Intent to Enroll are indicating a sincere desire to enroll their child/children in this school in the event that the *Mississippi Charter School Authorizer Board* approves the applicant's proposal to open in the Fall of 2014. Parents and guardians should understand that the *Mississippi Charter School Authorizer Board* must vote to approve any new charter school wanting to open in Mississippi and such vote has not yet occurred for the school referenced herein. Charter School applications are due to the *Mississippi Charter School Authorizer Board* January 2014. Charter proposals are due March 14, 2014.

School Information		
School Name: Inspire STEM & Arts Scholars Academy Charter School		
Grades Served: K-3 & Freshman/9th Grade Academy (Boys Academy & Girls Academy)		
Proposed Regional Location: Columbus, Mississippi		
Anticipated Opening Date: August 2014	Contact Person: Darren Leach/Phone: (662) 251-5584	
Parent/Legal Guardian Information		
Parents/Legal Guardian's Name(s): Efrem Coleman		
Parent's Primary Phone Number	Alternate Phone Number:	
Parent's Email Address:		
Student(s) Home Address:		
Street Address:		
City:	State:	Zip Code:
Student(s) Information		
Please list each child of whom you are interested in enrolling in Columbus Charter School.		
Student's Name: Miracle Coleman	Age: 11	Grade Fall 2014: 6th
Student's Name:	Age:	Grade Fall 2014:
Student's Name:	Age:	Grade Fall 2014:

Parent/Legal Guardian (Print Name): **Efrem Coleman**

Parent Legal Guardian (Signature): **Efrem Coleman** Date: **3/13/14**

Parents must live in the attendance area for Columbus City Schools in order to apply for admission to Inspire Charter School. To learn more about the CCEO, visit: www.cceofoundation.org.



The Columbus Coalition for Educational Options – CCEO
Email us at: moreparentoptions@gmail.com

STUDENT ENROLLMENT FORM

-2-

The **Columbus Coalition for Educational Options (CCEO)** is taking applications for Grades **K- 3 and Freshman/9th Grade Academy (for Boys Academy and Girls Academy)** from parents who may be interested in enrolling their child/children in **INSPIRE STEM & ARTS ^{Scholars} ACADEMY CHARTER SCHOOL** (Columbus, Mississippi). This confidential Intent to Enroll Form is used to demonstrate interest in having your child enroll. Signing this Intent to Enroll does not obligate the student to attend the planned charter school nor does it guarantee admission. However, parents/legal guardians who sign this Intent to Enroll are indicating a sincere desire to enroll their child/children in this school in the event that the *Mississippi Charter School Authorizer Board* approves the applicant's proposal to open in the Fall of 2014. Parents and guardians should understand that the *Mississippi Charter School Authorizer Board* must vote to approve any new charter school wanting to open in Mississippi and such vote has not yet occurred for the school referenced herein. Charter School applications are due to the *Mississippi Charter School Authorizer Board* January 2014. Charter proposals are due March 14, 2014.

School Information		
School Name: Inspire STEM & Arts Scholars Academy Charter School		
Grades Served: K-3 & Freshman/9th Grade Academy (Boys Academy & Girls Academy)		
Proposed Regional Location: Columbus, Mississippi		
Anticipated Opening Date: August 2014	Contact Person: Darren Leach/Phone: (662) 251-5584	
Parent/Legal Guardian Information		
Parents/Legal Guardian's Name(s): Latoya Williams		
Parent's Primary Phone Number:	Alternate Phone Number:	
Parent's Email Address:		
Student(s) Home Address:		
Street Address:		
City:	State:	Zip Code:
Student(s) Information		
Please list each child of whom you are interested in enrolling in Columbus Charter School.		
Student's Name: Zacora Williams	Age: 12	Grade Fall 2014: 6th
Student's Name:	Age:	Grade Fall 2014:
Student's Name:	Age:	Grade Fall 2014:

Parent/Legal Guardian (Print Name): **LATOYA Williams**

Parent Legal Guardian (Signature): **Latoya Williams** Date: **3/13/14**

Parents must live in the attendance area for Columbus City Schools in order to apply for admission to Inspire Charter School. To learn more about the CCEO, visit: www.cceofoundation.org.



The Columbus Coalition for Educational Options – CCEO
Email us at: moreparentoptions@gmail.com

STUDENT ENROLLMENT FORM

-2-

The *Columbus Coalition for Educational Options* (CCEO) is taking applications for Grades **K- 3 and Freshman/9th Grade Academy (for Boys Academy and Girls Academy)** from parents who may be interested in enrolling their child/children in **INSPIRE STEM & ARTS ^{Scholars} SCHOLARDS ACADEMY CHARTER SCHOOL** (Columbus, Mississippi). This confidential Intent to Enroll Form is used to demonstrate interest in having your child enroll. Signing this Intent to Enroll does not obligate the student to attend the planned charter school nor does it guarantee admission. However, parents/legal guardians who sign this Intent to Enroll are indicating a sincere desire to enroll their child/children in this school in the event that the *Mississippi Charter School Authorizer Board* approves the applicant's proposal to open in the Fall of 2014. Parents and guardians should understand that the *Mississippi Charter School Authorizer Board* must vote to approve any new charter school wanting to open in Mississippi and such vote has not yet occurred for the school referenced herein. Charter School applications are due to the *Mississippi Charter School Authorizer Board* January 2014. Charter proposals are due March 14, 2014.

School Information		
School Name: Inspire STEM & Arts Scholars Academy Charter School		
Grades Served: K-3 & Freshman/9th Grade Academy (Boys Academy & Girls Academy)		
Proposed Regional Location: Columbus, Mississippi		
Anticipated Opening Date: August 2014	Contact Person: Darren Leach/Phone: (662) 251-5584	
Parent/Legal Guardian Information		
Parents/Legal Guardian's Name(s): Latoya Williams		
Parent's Primary Phone Number:	Alternate Phone Number:	
Parent's Email Address:		
Student(s) Home Address:		
Street Address:		
City:	State:	Zip Code:
Student(s) Information		
Please list each child of whom you are interested in enrolling in Columbus Charter School.		
Student's Name: Aaleia Butler	Age: 7	Grade Fall 2014: 2nd
Student's Name:	Age:	Grade Fall 2014:
Student's Name:	Age:	Grade Fall 2014:

Parent/Legal Guardian (Print Name): **LATOYA WILLIAMS**

Parent Legal Guardian (Signature): **Latoya Williams** Date: **3/13/14**

Parents must live in the attendance area for Columbus City Schools in order to apply for admission to Inspire Charter School. To learn more about the CCEO, visit: www.cceofoundation.org.



The Columbus Coalition for Educational Options – CCEO
Email us at: moreparentoptions@gmail.com

STUDENT ENROLLMENT FORM

-2-

The *Columbus Coalition for Educational Options* (CCEO) is taking applications for Grades **K- 3 and Freshman/9th Grade Academy (for Boys Academy and Girls Academy)** from parents who may be interested in enrolling their child/children in **INSPIRE STEM & ARTS SCHOLARS ACADEMY CHARTER SCHOOL** (Columbus, Mississippi). This confidential Intent to Enroll Form is used to demonstrate interest in having your child enroll. Signing this Intent to Enroll does not obligate the student to attend the planned charter school nor does it guarantee admission. However, parents/legal guardians who sign this Intent to Enroll are indicating a sincere desire to enroll their child/children in this school in the event that the *Mississippi Charter School Authorizer Board* approves the applicant's proposal to open in the Fall of 2014. Parents and guardians should understand that the *Mississippi Charter School Authorizer Board* must vote to approve any new charter school wanting to open in Mississippi and such vote has not yet occurred for the school referenced herein. Charter School applications are due to the *Mississippi Charter School Authorizer Board* January 2014. Charter proposals are due March 14, 2014.

School Information		
School Name: Inspire STEM & Arts Scholars Academy Charter School		
Grades Served: K-3 & Freshman/9th Grade Academy (Boys Academy & Girls Academy)		
Proposed Regional Location: Columbus, Mississippi		
Anticipated Opening Date: August 2014	Contact Person: Darren Leach/Phone: (662) 251-5584	
Parent/Legal Guardian Information		
Parents/Legal Guardian's Name(s): Syretta Johnson		
Parent's Primary Phone Number:	Alternate Phone Number:	
Parent's Email Address:		
Student(s) Home Address:		
Street Address:		
City:	State:	Zip Code:
Student(s) Information		
Please list each child of whom you are interested in enrolling in Columbus Charter School.		
Student's Name: Makajiah Taylor	Age: 11	Grade Fall 2014: 6th
Student's Name:	Age:	Grade Fall 2014:
Student's Name:	Age:	Grade Fall 2014:

Parent/Legal Guardian (Print Name): **Syretta Johnson**
 Parent Legal Guardian (Signature): *Syretta Johnson* Date: **3/13/2014**

Parents must live in the attendance area for Columbus City Schools in order to apply for admission to Inspire Charter School. To learn more about the CCEO, visit: www.cceofoundation.org.



The Columbus Coalition for Educational Options – CCEO
Email us at: moreparentoptions@gmail.com

STUDENT ENROLLMENT FORM

-2-

The *Columbus Coalition for Educational Options* (CCEO) is taking applications for Grades **K- 3** and **Freshman/9th Grade Academy (for Boys Academy and Girls Academy)** from parents who may be interested in enrolling their child/children in **INSPIRE STEM & ARTS SCHOLARS ACADEMY CHARTER SCHOOL** (Columbus, Mississippi). This confidential Intent to Enroll Form is used to demonstrate interest in having your child enroll. Signing this Intent to Enroll does not obligate the student to attend the planned charter school nor does it guarantee admission. However, parents/legal guardians who sign this Intent to Enroll are indicating a sincere desire to enroll their child/children in this school in the event that the *Mississippi Charter School Authorizer Board* approves the applicant's proposal to open in the Fall of 2014. Parents and guardians should understand that the *Mississippi Charter School Authorizer Board* must vote to approve any new charter school wanting to open in Mississippi and such vote has not yet occurred for the school referenced herein. Charter School applications are due to the *Mississippi Charter School Authorizer Board* January 2014. Charter proposals are due March 14, 2014.

School Information		
School Name: Inspire STEM & Arts Scholars Academy Charter School		
Grades Served: K-3 & Freshman/9th Grade Academy (Boys Academy & Girls Academy)		
Proposed Regional Location: Columbus, Mississippi		
Anticipated Opening Date: August 2014	Contact Person: Darren Leach/Phone: (662) 251-5584	
Parent/Legal Guardian Information		
Parents/Legal Guardian's Name(s): Baloy Thomas		
Parent's Primary Phone Number:	Alternate Phone Number:	
Parent's Email Address:		
Student(s) Home Address:		
Street Address:		
City:	State:	Zip Code:
Student(s) Information		
Please list each child of whom you are interested in enrolling in Columbus Charter School.		
Student's Name: Darricka Moore	Age: 17	Grade Fall 2014: 10th
Student's Name:	Age:	Grade Fall 2014:
Student's Name:	Age:	Grade Fall 2014:

Parent/Legal Guardian (Print Name): Baloy Thomas
 Parent Legal Guardian (Signature): Baloy Thomas Date: 3/13/14

Parents must live in the attendance area for Columbus City Schools in order to apply for admission to Inspire Charter School. To learn more about the CCEO, visit: www.cceofoundation.org.



The Columbus Coalition for Educational Options – CCEO
Email us at: moreparentoptions@gmail.com

STUDENT ENROLLMENT FORM

-2-

The *Columbus Coalition for Educational Options* (CCEO) is taking applications for Grades **K- 3 and Freshman/9th Grade Academy** (for **Boys Academy and Girls Academy**) from parents who may be interested in enrolling their child/children in **INSPIRE STEM & ARTS SCHOLARS ACADEMY CHARTER SCHOOL** (Columbus, Mississippi). This confidential Intent to Enroll Form is used to demonstrate interest in having your child enroll. Signing this Intent to Enroll does not obligate the student to attend the planned charter school nor does it guarantee admission. However, parents/legal guardians who sign this Intent to Enroll are indicating a sincere desire to enroll their child/children in this school in the event that the *Mississippi Charter School Authorizer Board* approves the applicant's proposal to open in the Fall of 2014. Parents and guardians should understand that the *Mississippi Charter School Authorizer Board* must vote to approve any new charter school wanting to open in Mississippi and such vote has not yet occurred for the school referenced herein. Charter School applications are due to the *Mississippi Charter School Authorizer Board* January 2014. Charter proposals are due March 14, 2014.

School Information		
School Name: Inspire STEM & Arts Scholars Academy Charter School		
Grades Served: K-3 & Freshman/9th Grade Academy (Boys Academy & Girls Academy)		
Proposed Regional Location: Columbus, Mississippi		
Anticipated Opening Date: August 2014	Contact Person: Darren Leach/Phone: (662) 251-5584	
Parent/Legal Guardian Information		
Parents/Legal Guardian's Name(s): Yetta Thomas		
Parent's Primary Phone Number	Alternate Phone Number:	
Parent's Email Address:		
Student(s) Home Address:		
Street Address:		
City:	State:	Zip Code:
Student(s) Information		
Please list each child of whom you are interested in enrolling in Columbus Charter School.		
Student's Name: Rickey Johnson	Age: 14	Grade Fall 2014: 7th
Student's Name:	Age:	Grade Fall 2014:
Student's Name:	Age:	Grade Fall 2014:

Parent/Legal Guardian (Print Name): **Yetta D. Thomas**
 Parent Legal Guardian (Signature): **Yetta D. Thomas** Date: **3/13/14**

Parents must live in the attendance area for Columbus City Schools in order to apply for admission to Inspire Charter School. To learn more about the CCEO, visit: www.cceofoundation.org.



The Columbus Coalition for Educational Options – CCEO
Email us at: moreparentoptions@gmail.com

STUDENT ENROLLMENT FORM

-2-

The *Columbus Coalition for Educational Options* (CCEO) is taking applications for Grades **K- 3 and Freshman/9th Grade Academy (for Boys Academy and Girls Academy)** from parents who may be interested in enrolling their child/children in **INSPIRE STEM & ARTS ^{Scholar} SCHOLARDS ACADEMY CHARTER SCHOOL** (Columbus, Mississippi). This confidential Intent to Enroll Form is used to demonstrate interest in having your child enroll. Signing this Intent to Enroll does not obligate the student to attend the planned charter school nor does it guarantee admission. However, parents/legal guardians who sign this Intent to Enroll are indicating a sincere desire to enroll their child/children in this school in the event that the *Mississippi Charter School Authorizer Board* approves the applicant's proposal to open in the Fall of 2014. Parents and guardians should understand that the *Mississippi Charter School Authorizer Board* must vote to approve any new charter school wanting to open in Mississippi and such vote has not yet occurred for the school referenced herein. Charter School applications are due to the *Mississippi Charter School Authorizer Board* January 2014. Charter proposals are due March 14, 2014.

School Information		
School Name: Inspire STEM & Arts Scholars Academy Charter School		
Grades Served: K-3 & Freshman/9th Grade Academy (Boys Academy & Girls Academy)		
Proposed Regional Location: Columbus, Mississippi		
Anticipated Opening Date: August 2014	Contact Person: Darren Leach/Phone: (662) 251-5584	
Parent/Legal Guardian Information		
Parents/Legal Guardian's Name(s): Myesha Johnson		
Parent's Primary Phone Number	Alternate Phone Number:	
Parent's Email Address:		
Student(s) Home Address:		
Street Address:		
City:	State:	Zip Code:
Student(s) Information		
Please list each child of whom you are interested in enrolling in Columbus Charter School.		
Student's Name: Jamya Johnson	Age: 8	Grade Fall 2014: 2nd
Student's Name:	Age:	Grade Fall 2014:
Student's Name:	Age:	Grade Fall 2014:

Parent/Legal Guardian (Print Name): **Myesha Williams Johnson**
 Parent Legal Guardian (Signature): *Myesha Johnson* Date: **3/13/14**

Parents must live in the attendance area for Columbus City Schools in order to apply for admission to Inspire Charter School. To learn more about the CCEO, visit: www.cceofoundation.org.



The Columbus Coalition for Educational Options – CCEO
Email us at: moreparentoptions@gmail.com

STUDENT ENROLLMENT FORM

-2-

The *Columbus Coalition for Educational Options* (CCEO) is taking applications for Grades **K- 3 and Freshman/9th Grade Academy (for Boys Academy and Girls Academy)** from parents who may be interested in enrolling their child/children in **INSPIRE STEM & ARTS SCHOLARS ACADEMY CHARTER SCHOOL** (Columbus, Mississippi). This confidential Intent to Enroll Form is used to demonstrate interest in having your child enroll. Signing this Intent to Enroll does not obligate the student to attend the planned charter school nor does it guarantee admission. However, parents/legal guardians who sign this Intent to Enroll are indicating a sincere desire to enroll their child/children in this school in the event that the *Mississippi Charter School Authorizer Board* approves the applicant's proposal to open in the Fall of 2014. Parents and guardians should understand that the *Mississippi Charter School Authorizer Board* must vote to approve any new charter school wanting to open in Mississippi and such vote has not yet occurred for the school referenced herein. Charter School applications are due to the *Mississippi Charter School Authorizer Board* January 2014. Charter proposals are due March 14, 2014.

School Information		
School Name: Inspire STEM & Arts Scholars Academy Charter School		
Grades Served: K-3 & Freshman/9th Grade Academy (Boys Academy & Girls Academy)		
Proposed Regional Location: Columbus, Mississippi		
Anticipated Opening Date: August 2014	Contact Person: Darren Leach/Phone: (662) 251-5584	
Parent/Legal Guardian Information		
Parents/Legal Guardian's Name(s): Myesha Johnson		
Parent's Primary Phone Number	Alternate Phone Number	
Parent's Email Address:		
Student(s) Home Address:		
Street Address:		
City:	State:	Zip Code:
Student(s) Information		
Please list each child of whom you are interested in enrolling in Columbus Charter School.		
Student's Name: Marlon Johnson	Age: 14	Grade Fall 2014: 7th
Student's Name:	Age:	Grade Fall 2014:
Student's Name:	Age:	Grade Fall 2014:

Parent/Legal Guardian (Print Name): **Myesha William Johnson**
 Parent Legal Guardian (Signature): *Myesha Johnson* Date: **3/13/14**

Parents must live in the attendance area for Columbus City Schools in order to apply for admission to Inspire Charter School. To learn more about the CCEO, visit: www.cceofoundation.org.

ATTACHMENT C

| “STEM & ARTS Scholars Academy, “Where Dreams Soar” |

“Be the Change You Wish to See in the World.” – Gandhi

SCHOOL DISCIPLINE POLICY

INSPIRE CHARTER SCHOOL DISCIPLINE POLICY

Disciplinary Policies

The principal will be in charge of discipline in the school. Teachers will be expected to use best practices classroom management techniques, but will make referrals to the principal to handle discipline problems. Parents, students, and school staff will be considered members of a team; working together to create a learning environment that fosters the development of democratic ideals. This goal can best be accomplished by avoiding extremes of too much or too little discipline and by allowing the student to assume increasing responsibility for his/her individual behavior.

Teachers and students should promote tolerance for the views of others, as well as for the rights of an individual to form and hold different opinions and beliefs. However, every right has its limitations. The freedom of an individual or group to exercise rights stops when that exercise infringes upon the rights of others. Since the legitimate rights of individuals may be in conflict, it is necessary to recognize that rights must be balanced to protect as many persons as possible.

Each student has a right to an education. Discipline will be administered in conjunction with the home and will be designed to produce behavioral changes that will enable students to develop self-discipline. Parents have the right to be informed of any disciplinary action implemented and teachers will contact parents as soon as possible of the action taken. In the event that a conference between the principal, parents and/or teacher is necessary, every effort should be made to hold the conference within twenty-four (24) hours.

Unexcused absences and trancies will be addressed within the State of Tennessee Department of Education rules regarding such.

General School Conduct

General school conduct guidelines apply to student conduct throughout the school day on school grounds before and after school hours, during travel to and from school and at all school sponsored activities (including summer school).

Students shall not:

- Engage, on or off school grounds, in any unlawful activity that constitutes an interference with school purposes or an educational function.
- Aid, assist or conspire with another person to violate student conduct rules or state or federal law.
- Violate a school rule, and/or a state or federal law.
- Engage in pranks or other behaviors that could result in harm to another person.

Merit/Demerit System

To help foster a strong school culture focused on scholarship, the school will implement a merit/demerit system. To encourage positive behavior, students will earn merits. Students will earn merits for positive choices, such as demonstrating the school's values of scholarship, discipline and teamwork, and going above and beyond expectations. Merits will provide students with a tangible incentive for good decisions

and will help students internalize the school's belief that when students make good choices, good things happen. Through the accumulation of merits, students will be able to earn privileges – for example, uniform modifications, lunch in an alternate location and public recognition, as well as leadership opportunities. Students will earn demerits for minor infractions – for example, being unprepared for class, chewing gum or not following directions. Demerits will serve to remind students of the school's expectations and provide them an opportunity to correct their behavior. Both merits and demerits will be tracked by students, teachers and the principal with the use of a system that will track rewards and penalties. The status of students will also be shared with parents/guardians on a regular basis.

Hierarchy of Consequences

Step 1. Verbal warning: Issued to the student stating that his/her performance is unacceptable and that behavior should be modified to be acceptable. Verbal warnings will be limited to three per quarter.

Step 2. 1st Written reprimand: Issued to the student with an automatic referral to the principal's office. The principal will counsel the student on proper behavior.

Step 3. 2nd Written reprimand: Issued to the student with an automatic referral to the principal's office and notification to parents. A written parental response will be required.

Step 4. 3rd Written reprimand. A parental conference will be required.

Step 5. Probation: Student will have a trial period for 6 weeks, during which time no further infractions are expected to occur. School staff will communicate the student's behavior status to parents each week during this period.

Step 6. Disciplinary referral: If a student commits an infraction during the probation period, he/she will be referred for disciplinary action.

Steps 7, 8 and 9. Disciplinary action: 7. Student will receive a one-day suspension for the first infraction during probation, 8. a three day suspension for the second infraction during probation and a 9. Five-day suspension for the third infraction during probation. Suspensions can only be cleared with a principal/parent conference.

Step 10. If unacceptable behavior continues, the student will be recommended for termination.

Depending on the severity of the infraction, consequences can occur at any step in the hierarchy. The minimum step in the hierarchy is noted below. The remaining steps will be followed if further infractions occur. Any action that could result in criminal charges will be grounds for immediate expulsion.

Infractions and Consequences

Possession of igniting materials: Possessing a lighter, matches, fireworks, etc. on school property.
Minimum: Step 3-Written Reprimand/Parental Response

Arson: Using a lighter, matches or other materials to ignite and damage school property or the personal property of others. Minimum: Step 10-Termination

Assault: Physically attacking a staff member or another student.

Minimum: Step 10-Termination

Assault: Physically attacking another student.

Minimum: Step 8 – Three day suspension

Bullying: Intimidating or threatening a staff member or another student-by any means, including cyberspace methods. Minimum: Step 5 -Probation

Bomb Threats: Falsely reporting the presence of a bomb or other destructive materials.

Minimum: Step 5-Probation

Drug/Alcohol: Possessing, using or transmitting alcohol/drugs on school property.

Minimum: Step 10-Termination

Electronic Devices: Using an unauthorized electronic device during class.

Minimum: Step 1-Verbal warning and confiscation of item

Extortion: Obtaining or attempting to obtain monies by use of violence or threats.

Minimum: Step 8 – Three day suspension

Setting of a false fire alarm: Minimum: Step 4-Written Reprimand/Parental Conference

Forgery/Cheating: Altering official school documents.

Minimum: Step 4- Written Reprimand/Parental Conference

Cheating on a test. Minimum: Step 1-Verbal Warning and “0” grade

Gambling: Playing any games in which money or valuables may be won or lost.

Minimum: Step 2-Written Reprimand

Insubordination: Exhibiting disruptive behavior or failure to obey, follow, or carry out a request to follow rules and regulations by school staff. Minimum: Step 1-Verbal Warning

Failing to follow the dress code: Minimum: Step 1-Verbal Warning

Molesting: Taking personal liberties with and/or inappropriate touching of a staff member or another student. Minimum: Step 10-Termination

Sexual Harassment/Misconduct: Displaying inappropriate verbal or physical conduct of a sexual nature. Minimum: Step 5-Probation

Theft: Taking possession of someone else's property.

Minimum: Step 3- Written Reprimand/Parental Response

Tobacco: Possessing or using any type of tobacco.

Minimum: Step 3- Written Reprimand/Parental Response

Vandalism: Destroying damaging or defacing of school or personal property.

Minimum: Step 5-Probation

Verbal Abuse: Using profanity, disrespectful language, gestures, and ethnic/racial slurs.

Minimum: Minimum: Step 3- Written Reprimand/Parental Response

Weapons: Possessing a firearm or object which can be reasonably considered a weapon.

Minimum: Step 10-Termination

The school will follow the gang prevention, intervention and enforcement guidelines outlined in 6.3102 in the MCS Student Code of Conduct.

Any student recommended for termination will be entitled to have the legal procedures provided by law followed prior to any decision being made as to the termination.

Due Process Procedures

Due process of law, as defined in Tennessee state law, is fairness. The school will implement due process as detailed below:

When a student is sent to the principal or designee for any disciplinary action or conference concerning an incident, the steps listed below must be followed. These guidelines for disciplinary action constitute a hearing for the student and represent the due process procedures that are required.

The Principal or Designee will:

- Advise the student of the charge(s).
- Advise the student of the facts on which the charge(s) are based.
- Give the student an opportunity to respond to the charge(s) and to provide his/her version. The student will be asked to give a written or verbal statement concerning the incident.
- Provide written verification of the proposed disciplinary action (including a written statement of appeal procedures) to the parent(s)/guardian within 24 hours.
- Make every effort to notify the student's parent/guardian by telephone, if action is going to be taken immediately to suspend the student based on the Code of Behavior, and provide to the school governing body written notification of the action taken.

ATTACHMENT D SCHOOL LEADER JOB DESCRIPTION

SCHOOL LEADER JOB DESCRIPTION:

School Overview

INSPIRE Charter School is a tuition-free, public charter school founded to prepare at-risk students (called Scholars) grades K-6; 9-12 for success in college through curriculum in STEM, and the Arts. The ability to read fluently and communicate clearly forms the foundation of all academic disciplines at INSPIRE Charter. The educational program in and out of the classroom promotes critical thinking and analytical reasoning skills through inquiry-based teaching and learning. The learning experience at INSPIRE Charter is best characterized by cooperative accountability for scholars' success held by the scholars, teachers, parents and community advocates. The scholars will find themselves held to high academic standards and given the support necessary for their intellectual, social and emotional success. The character education program helps INSPIRE Scholars form sound habits of mind and action based on ethical and moral principles taught and discussed at every grade level and in every activity. Scholars are given a wide-range of opportunities to apply what they learn in their classroom to their own learning and exploration projects. In partnerships with several local colleges and universities, INSPIRE Charter School will develop an early college high school model to allow its scholars to earn college credit while in high school and provide scholars with college level courses and expectations.

Location: Columbus, Mississippi

Position start date: June 2014. However, after the School Leader is appointed he/she will be expected to commit substantial time in the planning and development of the school, January – June, 2014. The School Leader will be compensated for planning time.

QUALIFICATIONS/PREFERRED EXPERIENCE

Bachelor's Degree Required (STEM or Educational Area Preferred)

Candidate must also possess:

- Dedication to the education of children particularly from economically disadvantaged households and communities;
 - Business Skills developed in either a Business, Corporate or School Administrative setting
 - An innovative thinker with a strong capability for turning thoughts and ideas into tangible results
 - Experience in and appreciation for innovative practice;
 - Leadership skills that are evident through communications, presentations, hands-on educational operations and inspiration of students, parents, and faculty;
 - A strong work ethic, a sense of humor and unwavering humility;
 - Strong educational philosophy combined with practical experience in innovative practices
 - Strong problem solving skills
 - Capacity to maintain and carry through the vision and mission of the school, placing a high value on college preparatory achievement;
 - An ability to connect with a variety of constituencies and individuals, including students, faculty, parents, donors, community supporters and others
 - Demonstration of capacity to foster professionalism throughout the faculty and staff
-
- **PRIMARY RESPONSIBILITIES**
 - General day-to-day operations; and Liaison between the Staff and the Charter School Board
 - Management of academic life: setting standards, meeting city and state mandates, and leading a culture characterized by innovation, intellectual rigor and content mastery.
 - Personnel management: the School Leader will be a key leader in the selection, management, and evaluation of the personnel whose work is critical to the success of the school.
 - Public relations management: communicate often with parents, with the wider community, and certainly with the internal community.
 - Strategic planning: working closely with Founders and Board of Trustees to ensure the success of Scholar in every respect.

INSPIRE STEM & ARTS SCHOLARS ACADEMY

- The Principal will be engaged in several months of planning before the opening of the school to students and faculty in August 2014. Salary and benefits are competitive with state and national standards.
- This is a rare opportunity to lead educational reform. This is a chance to be a transformative, creative and inspirational leader, working with others whose vision for education in Mississippi is innovative, comprehensive and engaging.

MISSISSIPPI PRINCIPAL EVALUATION SYSTEM RUBRIC

Components of the Mississippi Principal Evaluation System	Professional Development and Evaluation Process of the Mississippi Principal Evaluation System
▪ <i>Measures Leadership Behavior</i>	▪ <i>Measure Professional Development Goals</i>

(30% of total score)	● The Evaluation Process		
■ Measures Outcomes (70% of total score) <ul style="list-style-type: none">● Measure Students Learning Goals (50%)● Measures Organizational Goals (20%)	<ul style="list-style-type: none">- Goal Setting, Formative Conference, Val-Ed Assessment, Principal’s Pre-Summative Self Evaluation, Summary Evaluation & Professional Growth Plan		
Val-Ed Assessment Rubric & Scores <i>²⁹ VAL-ED provides assessments of the principal’s leadership behavior based on feedback from teachers, the supervisor, and the principal himself or herself. Assessments are based on the ISLLC Standards for School Leaders. Scores fall into the following performance categories.</i>			
1: Below Basic	2: Basic	3: Proficient	4: Distinguished
A leader at the below basic level of proficiency exhibits learning-centered leadership behaviors at levels of effectiveness that are unlikely to influence teachers positively nor result in acceptable value-added to student achievement and social learning for students.	A leader at the basic level of proficiency exhibits learning-centered leadership behaviors at levels of effectiveness that are likely to influence teachers positively and that result in acceptable value-added to student achievement and social learning for some sub-groups of students, but not all.	A proficient leader exhibits learning-centered leadership behaviors at levels of effectiveness that are likely to influence teachers positively and result in acceptable value-added to student achievement and social learning for all students.	A distinguished leader exhibits learning-centered leadership behaviors at levels of effectiveness that are virtually certain to influence teachers positively and result in strong value-added to student achievement and social learning for all students.

ATTACHMENT E
IDENTIFIED SCHOOL LEADER RESUME AND EVIDENCE OF CAPACITY TO LEAD, PROOF OF US CITIZENSHIP

NOT APPLICABLE - SCHOOL LEADER HAS NOT BEEN IDENTIFIED.

ATTACHMENT F
LEADERSHIP TEAM JOB DESCRIPTION, RESUMES, PROOF OF
CITIZENSHIP AND EVIDENCE OF CAPACITY TO LEAD

LEADERSHIP TEAM JOB DESCRIPTIONS

ASSISTANT SCHOOL LEADER

About the Assistant Principal/Dean of Instruction Position

The Assistant School Leader (ASL) position facilitates a culture of constant learning for instructional staff at INSPIRE Charter School. In partnership with the ISC School Leader, the ASL will implement a professional development program to guide assigned instructional staff members in becoming master teachers. The ASL will provide and secure meaningful and relevant professional development, serve as a model teacher, and further develop systems and protocols to ensure that academic achievement and school culture consistently reflects the values and goals of INSPIRE Charter School. In addition, the ASL will collaborate with the ICS School Leader in the evaluation, modification, and development of instructional best practices. ICS will employ a STEM-Based Curriculum making it necessary for the ASL to possess a solid understanding and demonstrated results in the Math or Science arena. This position reports to the School Leader.

Key Responsibilities include, but are not limited to:

- Advise, support, and mentor individual teachers to improve instruction through:
- Consistent classroom observation and feedback
- Facilitating curriculum planning and evaluate unit and lesson plans
- Promoting continuous, high-quality assessment as a means for evaluating student achievement
- Lead staff members to achieve high performance through goal setting and evaluation
- Work with the School Leader to create a strong and comprehensive professional development program for teachers
- Manage school-wide academic programming, including course development, academic goal setting, and test scheduling
- Work with School Leader to evaluate school performance data to make recommendations for improving instructional practices
- Serve as a key member of the KIPP Denver Collegiate Leadership Team, representing the school to a variety of audiences and supporting all necessary functions for school management and success

Qualifications

- Bachelors' degree required
- At least 4 years of teaching experience, preferably in STEM related classes, and a solid record with respect to increasing academic performance of underserved students
- Experience with curriculum development and instructional methodology
- Past school administrative experience preferred
- Outstanding organizational skills and attention to detail; outstanding written and oral communication skills
- Flexibility and willingness to actively participate in school community including, but not limited to: teaching (if necessary) tutoring students, chaperoning overnight school trips, working with parents and families
- Ability to manage and thrive in an ever-evolving work environment
- Shows initiative as a problem solver and demonstrates solid teamwork
- Strong work ethic coupled with solid dependability

- Enthusiastic and passionate about children and the work of educating them
- Commitment to the belief that all students can learn

LEADERSHIP TEAM JOB DESCRIPTIONS cont.**CURRICULUM COORDINATOR / BLENDED LEARNING SPECIALIST**

The Curriculum Coordinator and Blended Learning Specialist will provide curriculum and planning-based support to the Elementary and Secondary portions INSPIRE Charter School. This individual will be responsible for ensuring that instruction is characterized by rigor, thoughtfulness, and alignment to Common Core State Standards.

Key Responsibilities:

- Support schools with site-wide content planning for STEM and literacy
- Solid understanding of Blended Learning Methodology and able to integrate Blended Learning into curriculum for effective individualized instruction
- Train and orient staff members in Blended Learning systems
- Solid Technology skills and ability to integrate technology into instructional methodology and train others to do so
- Provide assistance to leadership teams based on student data and observations (feedback on unit and lesson planning)
- Attend and/or facilitate curriculum and planning meetings with school leadership teams
- Develop and facilitate professional development workshops for teachers as needed
- Facilitate the process to create supplementary materials based on student achievement data versus CCSS
- Review individual school data with leadership; provides support to determine instructional priorities
- Use school data to help develop instructional plans that close identified achievement gaps
- Help develop instructional strategies and interventions that promote student achievement through truly differentiated instruction

Qualifications:

- Strong communication – Demonstrated ability to communicate directly and sensitively with colleagues.
- Team player – A strong desire to work in a team-oriented and collaborative environment
- Reflective attitude – Open to feedback and readily reflects on personal areas of strength and growth
- Flexibility – Ability to thrive in an ever-evolving workplace
- Able to deal with difficult challenges and maintain a positive attitude
- Professional integrity – Understanding and alignment with the values and ethical standards of INSPIRE Charter School
- Previous content planning experience is preferred
- Minimum of 5+ years of teaching and/or leadership experience, required

LEADERSHIP TEAM JOB DESCRIPTIONS cont.**GUIDANCE COUNSELOR / STUDENT SERVICES**

The role of the Guidance counsellor will be two-fold. They will provide Guidance to the student and family with respect to career choices, availability and individual course of action. The second role will be to counsel. The students will face various barriers to them achieving to their highest potential. The counselor will help the students navigate the difficult waters of growth and development through the use of acceptable and best practices.

KEY RESPONSIBILITIES**GUIDANCE**

- Plans, implements and monitors a balanced comprehensive guidance and counseling program that helps students identify career objectives and develop a plan to achieve their objectives.
- Collaborates with school personnel, students and parents to plan and implement their individual career plans
- Involves all key stakeholders to promote the success of the student and advocates for the student's career development
- Accurately and without bias guides the students, and parents to plan, monitor and manage the students educational development including providing information regarding post-secondary opportunities.
- Provides guidance to the parents and student in planning and managing the student's social development

COUNSELLING

- Uses accepted theories and techniques to provide individual developmental, preventive, remedial and/or crisis counseling
- To adhere to legal, ethical, and professional standards related to counseling
- With the assistance of school personnel, interprets standardized tests results and other assessment data to guide students in individual goal setting
- Understand and adhere to school policies
- Willing to stay abreast of current professional standards of competence and practice.
- Demonstrates professional and responsible work habits
- Has excellent and professional written and oral communication and interpretation skills

Qualifications:

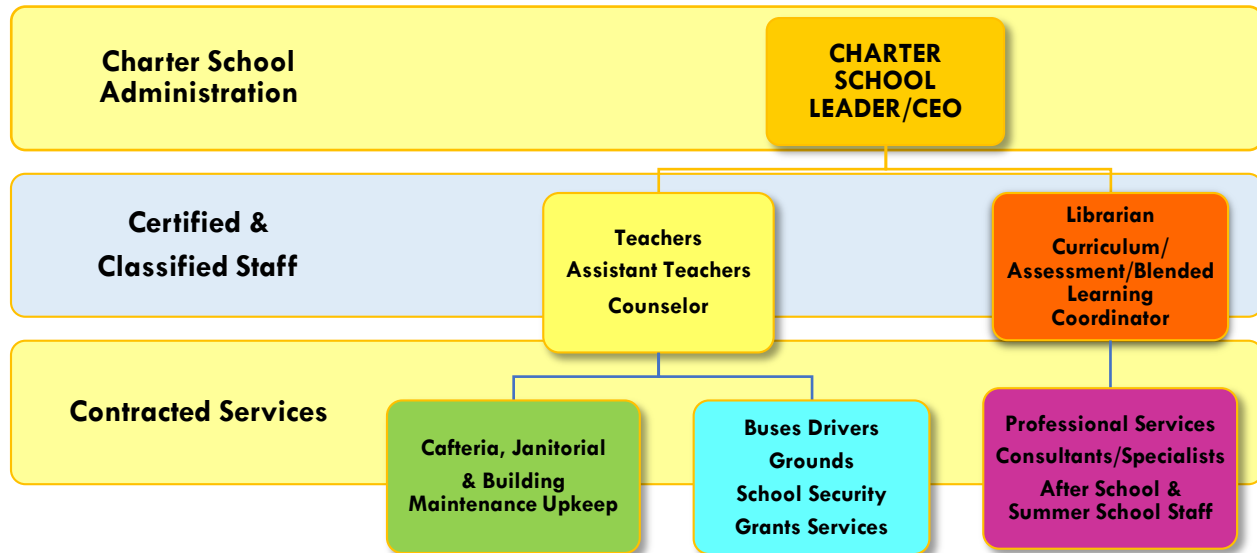
- Minimum of a Bachelor's degree in a Counseling related discipline
- Demonstrated ability to communicate effectively with students and parents
- Excellent oral and written communication skills
- Excellent listening skills
- Able to deal with difficult challenges and maintain a positive attitude
- Professional integrity – Understanding and alignment with the values and ethical standards of INSPIRE Charter School
- Previous content planning experience is preferred
- Minimum of 5 years' experience with Guidance and Counseling specifically with children

ATTACHMENT G

ORGANIZATIONAL CHART FOR SCHOOL PERSONNEL

INSPIRE CHARTER SCHOOL ORGANIZATIONAL PROPOSED PERSONNEL CHART

INSPIRE CHARTER SCHOOL PERSONNEL & CONTRACT SERVICES



ATTACHMENT H

PERSONNEL ROSTER

Staff has not been hired. Key positions to be hired follow:

- School Leader
- Administrative Assistant/Attendance Clerk
- Library/Media Specialist
- Classroom Teachers
- Assistant Teachers
- Curriculum Coordinator
- School Test Coordinator
- Special Education Teacher
- Gifted Education Teacher
- Custodians
- Cafeteria Staff
- School Resource Officer
- School Nurse
- Contracted Services

ATTACHMENT I

ENROLLMENT POLICY

INSPIRE CHARTER SCHOOL ENROLLMENT POLICY

Inspire Charter School is a public charter school that is open to all Columbus, Mississippi, students and will not limit the admission of any student on the basis of race, gender, creed, religious preferences, national origin, disability, or intellectual achievement or aptitude.

Inspire Charter School is dedicated to serving high needs and at-risk students through high expectations for learning and a quality education program. This is a key part of Inspire Charter School's mission. To support this commitment, annually, Inspire Charter School will adhere to the enrollment requirements stated in the *Mississippi Charter School Law Act of 2013* 80% rule for target enrollment regarding at-risk students as compared to the local school district's demographics. For example, as of 2013, the local school district serves a student population that is 88% minority which means Inspire Charter School's minority enrollment must be 70% minority.

Inspire Charter School will have set asides based on state requirements and ICS commitment to fully educating all students and the following target populations: (a) English Language Learners (ELLs), (b) Students with Disabilities/SPED Students, and (c) FRL Students (those who qualify for the federal free or reduced lunch program).

These set-asides highlight Inspire Charter School's commitment to serving these high need populations. The percentages and set asides for targeted enrollment are intended to ensure compliance with *Mississippi Charter Schools Law Act of 2013* and ensures that ICS's student body includes percentages for these special student populations that compares to the percentages of these students enrolled in Columbus Municipal School District.

ATTACHMENT J

LOTTERY POLICY

INSPIRE CHARTER SCHOOL LOTTERY POLICY

Each prospective student's lottery application (except siblings ICS staff or Board children, who are automatically admitted) will be accepted through an Open Enrollment process whereby children who want to enter the school can. Once the seats fill up, students' names will be placed on waiting list. The application shall include the parents/guardians, names and legal address, telephone number, child's name, date of birth, previous school, grade level, immunization compliance and sibling preference information, if applicable.

LOTTERY WAITING LIST POLICY

After each available grade for **Inspire Charter School** has been filled, through the lottery enrollment process, there may be instances when new seats open up in a particular grade (such as when a student declines an enrollment offer or withdraws from ICS after enrollment). ICS will utilize a waiting-list process to fill openings. All students NOT admitted to ICS through the lottery process above are put on the waiting list for their particular grade. The waiting list includes (a) the student's name, (b) the student's lottery preference categories, and (c) the student's lottery number. If the student submitted an application after the lottery deadline for his/her cohort, then the student is given the next unassigned number. Each cohort's waiting list is maintained until the end of the particular school year.

ATTACHMENT K

TRANSPORTATION PLAN

INSPIRE Charter School will offer transportation to students who are outside of a 1 mile radius of the school in accordance with state statutes. We will contract with a Third Party Transportation provider in order to this service to the children.

Below is an example of the proposed agreement / contract. The actual contract will be awarded after following a proper bid process. For the sake of budgeting, we have used a lease rate of \$250/Bus/Day including the driver. This is similar to fees paid by other schools in other areas for the same type service.

AGREEMENT BETWEEN INSPIRE CHARTER SCHOOLS & ANYBODY BUS LINE

INSPIRE CHARTER SCHOOL Mississippi Columbus, MS PUPIL TRANSPORTATION SERVICES AGREEMENT

This agreement is made and entered into as of the **18 day of August 2014**, by and between **INSPIRE CHARTER SCHOOL** (Columbus, MS Lowndes County, Mississippi, hereinafter called “Charter School” and **TO BE DETERMINED** hereinafter called “Contractor.”

WITNESSETH

WHEREAS, INSPIRE has selected Contractor to provide the pupil transportation services described herein; and

WHEREAS, Contractor desires to provide such pupil transportation service to the Charter School,

NOW, THEREFORE, in consideration of the covenants hereinafter contained, the parties agree as follows:

1. TERM

The term of this agreement shall commence July 1, 2014 and shall continue through June 30, 2017. For Purposes of this Agreement, the term “Contract Year” shall mean each one year period commencing July 1 during the term of this Agreement. In addition, INSPIRE Charter School reserves the right to negotiate extensions to the contract.

2. SCOPE OF SERVICES REQUIRED

Contractor shall, during the term of this Agreement, supply and maintain such number of school buses and personnel as are required to fulfill INSPIRE’s needs for pupil transportation services as described in the Specifications for Pupil Transportation Services, see Appendix A which is incorporated in this Agreement.

3. COMPENSATION AND BILLING

In consideration for services rendered hereunder, INSPIRE shall pay to Contractor all sums due and owing and calculated in accordance with the rates set forth in Appendix A attached hereto and made a part hereof, as may be adjusted from time to time as provided herein.

BASIC TRANSPORTATION**Regular To and From, Midday and Specialized Services Transportation**

In consideration for services rendered hereunder, INSPIRE shall pay to Contractor all sums due and owing and calculated in accordance with the rates set forth in Appendix A attached hereto no later than 30 calendar days after the receipt of invoice.

Supplemental Transportation

In consideration for services rendered hereunder, INSPIRE shall pay to Contractor all sums due and owing and calculated in accordance with the rates set forth in Appendix A attached hereto for the service categories – all other school transportation services, extra-curricular and athletic trips, and activity and field trips. After verification of the statement, INSPIRE shall pay the amount due to Contractor within 30 days of receipt of invoice.

4. FUEL COST ADJUSTMENT (Optional)

Contractor shall furnish all fuel to be used in its performance of this agreement with copies of invoices to be provided to INSPIRE Charter School monthly. Contractor's "Base Fuel Cost" shall be \$3.25 per gallon (gasoline or diesel) exclusive of applicable federal gasoline taxes. The Contractor's invoice shall include an adjustment for increases or decreases in fuel costs calculated by multiplying (i) the number of gallons of fuel purchased by the Contractor for consumption in the performance of this agreement by (ii) the difference between the appropriate Base Fuel Cost and the average price per gallon of fuel paid during the month for which the invoice is issued.

5. CONTRACTOR RESPONSIBILITIES

Upon request, Contractor shall provide INSPIRE Charter School preceding each Contract Year with a "service plan for pupil transportation services." Contractor shall work with School's Administration or designee in planning services and otherwise implementing the Agreement. The "service plan" must include at a minimum the following:

- a. list of drivers, both primary and substitutes
- b. list of bus and van equipment that will be used in providing the contract services, along with make of equipment, year of manufacture, mileage, vehicle type, passenger size, and special equipment.
- c. Staffing plan of employees, in addition to the above drivers, who will be assigned to fulfill the responsibilities contemplated in the Contract.
- d. Insurance information required by the Agreement.
- e. Staff training plan including materials and schedule.

6. RECORDS AND REPORTS

Contractor shall provide those reports and records, which may be reasonably requested by INSPIRE and necessary for proper payment, for evaluation of Contractor's performance or for state and School reporting hereunder. Reports may include, but are not limited to:

- Crash Reports
- Student Discipline Reports
- Bus Inspections
- Monthly or Yearly Mileage, Hour or Route Reports

- Bus Ridership Reports - for each route including special education transportation routes
- Driver Qualification Reports

7. STATUS OF CONTRACTOR

In the interpretation of this Agreement and the relations between Contractor and School, Contractor shall be construed as being an independent contractor hired to provide pupil transportation services only. Neither Contractor nor any of its employees shall be held or deemed in any way to be an employee or official of INSPIRE Charter School. Contractor shall be responsible for, and hold INSPIRE harmless from any liability for unemployment taxes or contributions, payroll taxes or other federal or state employment taxes.

8. INSURANCE

Contractor shall, at its expense, procure and keep in force during the entire term of this Agreement, public liability and property damage liability insurance protecting the School, its board, officers, employees and agents, and Contractor, its drivers and other personnel. Contractor must provide the above referenced insurance with the following minimum limits:

Automobile Liability Insurance	\$1,000,000 Combined Single Limit
Commercial General Liability Insurance	\$1,000,000 Per Occurrence
Worker's Compensation	Statutory
Umbrella Liability Insurance	\$4,000,000

Contractor agrees to provide INSPIRE a certificate of insurance evidencing such coverage and designating INSPIRE as an additional insured with respect to Automobile Liability. Worker's compensation insurance shall be maintained as required by law. All insurance policies shall provide that no coverage shall be cancelled except by thirty (30) days written notice to INSPIRE.

9. INDEMNIFICATION

Contractor shall hold INSPIRE, its governing board, officers and employees harmless and does hereby indemnify INSPIRE, its governing board, officers and employees from and against every claim or demand which may be made by any person, firm or corporation, or other entity arising from or caused by any act of neglect, default or omission of Contractor in the performance of this Agreement, except to the extent that such claim or demand arises from or is caused by the negligence or willful misconduct of INSPIRE, its agents or employees. The Contractor also agrees to indemnify and save INSPIRE Charter School harmless from any claims involving personal injury or property damage arising out of, or in the course of, Contractor's acts in providing transportation of assigned pupils.

To the extent permitted by law, INSPIRE shall hold Contractor, its officers, employees, agents, successors and assigns harmless and does hereby indemnify Contractor, its officers, employees, agents, successors and assigns from and against every claim or demand which may be made by any act neglect, default or omission of INSPIRE, its governing board, officers, employees or agents, except to the extent that such claim or demand arises from or is caused by the negligence or willful misconduct of Contractor, its agents or employees.

10. EQUAL EMPLOYMENT OPPORTUNITY REQUIREMENT (E.E.O)

Contractor must show evidence of a non-discriminatory equal employment opportunity program in the selection of employees that follow the guidelines established by INSPIRE E.E.O. program. Such

program must provide E.E.O. opportunities regardless of person's race, creed, sex, national origin, and sexual orientation, or any other characteristic protected under state or federal law.

11. CONTRACT SECURITY (Optional)

Contractor may be required to furnish INSPIRE with performance security in an amount of 100% of performance of Contractor's duties under this Agreement. Such contract security may be in the form of a performance bond or other security acceptable to INSPIRE and Contractor. INSPIRE reserves the right to waive the performance security.

12. FORCE MAJEURE

In the event Contractor is unable to provide the transportation services herein specified because of any act of nature, civil disturbance, fire, flood, war, governmental action, labor dispute involving INSPIRE personnel, picketing, strike, or lockout, or any condition or cause beyond Contractor's control, INSPIRE may excuse Contractor from performance under this Agreement.

13. FAILURE TO DELIVER & PENALTIES

If by any reason of any acts of nature, fires, strikes, present or future laws, ordinances, government orders, rules or regulations, the Contractor shall be prevented from carrying out the terms of this Agreement, INSPIRE shall have the right to hire others to continue service, and operating expenses incurred will be deducted from payments owed to Contractor.

14. INCLEMENT WEATHER / SCHOOL CLOSINGS

In the event of inclement weather or impassability of roads or whenever school is cancelled, delayed or is dismissed early, INSPIRE shall notify Contractor not later than 2 hours prior to such cancellation or delay. Should the number of days transportation is required to decrease during the school year, as a result of weather conditions, strikes, gas shortages, school closing and emergencies, the base contract will be decreased by an amount equal to 50% of the daily contract charge per day decreased.

15. EMERGENCY RESPONSE PROGRAM

Contractor shall understand and participate in INSPIRE Charter School Emergency Plan. In addition, Contractor shall develop and implement an emergency plan responsive to INSPIRE Charter School Emergency Plan. INSPIRE may review and require changes or additions to plan.

16. MANAGEMENT PERSONNEL (Optional)

The contractor shall designate a permanent regular, manager/supervisor to be directly responsible for the provision of all services required in INSPIRE Charter School contract. The manager/supervisor will be responsible for providing safe and efficient transportation services required by this Agreement and will supervise necessary support staff required for on-site management. This person shall work with INSPIRE Charter School Designee for purposes of service coordination. INSPIRE Charter School expects that the manager/supervisor is an experienced person who has demonstrated skills for fulfilling the responsibilities of this Agreement. Contractor shall inform INSPIRE of the name(s) and business address(s) of such management personnel.

17. OPERATIONS PERSONNEL/DRIVER QUALIFICATIONS

Contractor shall employ a sufficient number of qualified drivers and support personnel to assure INSPIRE of continuous and reliable service. The Contractor will consistently conduct a proactive recruitment campaign. Contractor shall provide qualified drivers, trained and licensed in accordance with the laws of this State and the rules and regulations of INSPIRE. Accordingly, Contractor agrees that each driver shall:

- a. Possess a valid license issued by this State (or a reciprocal state) authorizing such person to operate a school bus.
- b. Be certified by a duly licensed medical practitioner as medically qualified and free of medical or physical conditions, which, absent reasonable accommodation, would limit safe operation of a school bus qualified without reasonable accommodation, to safely operate a school bus. The physical examination shall be conducted prior to employment and periodically thereafter as required by State law.
- c. Successfully complete a course of training, including instruction in school bus safety, student discipline, human relations, behind-the-wheel school bus driving instruction, defensive driving, first aid, use of fire extinguisher, traffic laws, and applicable INSPIRE policies and regulations.
- d. Possess a satisfactory driving record and criminal history record, after review of such records prior to employment and periodically thereafter to the extent permitted or available by law.
- f. Satisfy all applicable requirements of the U.S. Department of Transportation, Federal Highway Administration in rendering transportation services regulated by that agency.
- g. Meet any other criteria required by State law or by INSPIRE's policies, rules or regulations.

Contractor shall hold each driver responsible for:

- a. Supervising the safe loading and unloading of his or her bus at every pick-up and delivery point.
- b. Keeping informed of all rules and regulations affecting the safe operation of school buses and standards of conduct.
- c. Complying with all federal, state and local traffic laws while operating buses under this agreement.
- d. Carrying appropriate identification at all times while on duty.
- e. Carrying a timepiece while on duty so that the driver can maintain established schedule times.
- f. Communicating to Staff any issues or needs related to the route assignment and all passengers transported.

A driver orientation and instruction program will be provided before a driver is allowed to drive while students are on board. Training must include:

- a. Enough to safely operate the type of school bus the driver will be driving
- b. Emergency procedures
- c. Student Management procedures, including issues relating to students with disabilities
- d. Knowledge of relevant laws, rules of the road, and local school bus safety policies
- e. Knowledge of student loading and unloading procedures

An ongoing performance monitoring and assistance program should include:

- a. Random drug testing
- b. Daily observance of employees to detect violations of drug policy

- c. Advance knowledge of routes, including substitutes
- d. Route accuracy including proper stops and updated paperwork
- e. Demonstrated driver-passenger professionalism
- f. Competency in physically driving the assigned vehicle and equipment

Contractor shall take reasonable steps to prevent its employees from exposing any student to impropriety of word or conduct. Contractor shall not knowingly permit its drivers to smoke on the bus nor to drink any intoxicating beverage or be under the influence of drugs or alcohol while operating any bus. Contractor shall regulate the use of prescription and non-prescription drugs, which impair the safe operation of the bus. Contractor shall enforce all INSPIRE Rules and Regulations in place.

Contractor shall be responsible for hiring and discharging personnel employed by Contractor to perform its obligations hereunder; provided, however, that INSPIRE shall have the right to require Contractor to remove from service under this agreement any employee who, at INSPIRE's sole discretion, is deemed unsuitable for the performance of transportation services for INSPIRE; and provided further that INSPIRE shall make such request in writing and state the reasons therefore.

18. EQUIPMENT

All school buses supplied by Contractor pursuant to this Agreement shall meet or exceed the standards established by the laws and regulations of the State of Mississippi and the United States. Contractor shall maintain the school buses used to provide pupil transportation services under this Agreement in accordance with law and accepted industry maintenance standards. INSPIRE reserves the right to request maintenance records at any time during Agreement.

Buses supplied by the Contractor will be no older on July 1 on any contract year, unless approved by INSPIRE, than: EXACT Values TBD

- 25% - xx years old or newer
- 50% - xx years old or newer
- 75% - xx years old or newer
- 100% - xx years old or newer

Age of vehicle maybe determined by date indicated on manufacturer's plate or date put into service.

Contractor shall provide buses in sufficient number to efficiently transport all students for whom INSPIRE orders services, including an adequate number of spares.

(Best Practice: Spare buses include buses available for extra-curricular trips also. Take careful consideration when determining the number of spare buses required. Also, INSPIRE may want to consider allowing older buses as spares with a certain age cut-off.)

Buses shall be of sufficient capacity to permit every student transported to be seated in conformance with State laws at all times. Buses must be clean, neat-appearing and display appropriate exterior and interior markings as required by state law.

INTERIOR MARKING

- a. All vehicles will display a poster of "Student Bus Behavior Rules"
- b. All vehicles will display a poster of "School Bus Danger Zone"

Properly working two-way radios or some other reliable method of communication shall be in each bus used to provide services under this Agreement.

Contractor must provide contingency plan for vehicles that operate beyond range of two-way radio signal.

ADDITIONAL DEVICES AND EQUIPMENT REQUIRED

(Best Practice: A school bus built to Minnesota State Specifications is a safe bus. However, there is an extensive list of options that can be added to a bus to improve on safety, comfort, and efficiency. Please refer to the State Bus Purchase Plans to view a full list of options from each manufacturer.)

19. FACILITIES *(There are two ways of doing this)*

Contractor shall provide a facility that enables the Contractor to respond to an emergency within 15 minutes. The location of the facility shall not impact the contract.

Contractor must equip facility with proper furniture, facsimile machine, maintenance equipment, and basic comforts for staff and employees.

Contractor must provide adequate phone lines and a facsimile machine. Contractor must provide a 24-hour answering "service."

Facility must be equipped with internet service, and all staff must have access and e-mail capabilities. (if available.)

(Note: It's important to require a Contractor to be easily accessible during emergencies and after hours.)

20. STUDENT DISCIPLINE/VANDALISM

The ultimate responsibility and authority to suspend or expel any student from transportation services hereunder shall rest with INSPIRE. Contractor's drivers are responsible only for such discipline as is required to safely and properly operate Contractor's buses. Each driver shall handle all disciplinary matters in strict accordance with INSPIRE policy. In no case will a driver eject a student from a bus without authorization. All discipline problems shall be reported in writing following completion of the route. Procedures and regulations for the administration of discipline shall be established cooperatively between INSPIRE and Contractor.

(Note: INSPIRE may have a different way of handling student discipline.)

Vandalism damages to Contractor's equipment or facilities shall be the responsibility of Contractor. However, INSPIRE shall give Contractor reasonable assistance in obtaining restitution for damaged equipment or facilities.

21. ASSIGNMENT

The Contractor shall not assign or transfer any part of the obligation and responsibility in this contract without the prior written approval of INSPIRE Charter School.

22. TERMINATION

If either party shall willfully violate any of the covenants or duties imposed upon it by the Agreement, such material willful violation shall entitle the other party to terminate this Agreement. The party

desiring to terminate for such cause shall give the offending party thirty (30) days written notice to remedy the violation. If at the end of such time the party notified has not removed the cause of complaint or remedied the purported violation, then this Agreement shall be deemed terminated.

INSPIRE and Contractor agree to meet and make good faith efforts to resolve any disputes within thirty (30) days of the development of any dispute, prior to filing any action in a court of competent jurisdiction. Good faith efforts may include mediation and arbitration by mutual agreement.

23. PLACE OF CONTRACT

This Agreement shall be deemed to be made in and shall be construed in accordance with the laws of the State of Minnesota. All references in the contract to the “State” shall mean State of Minnesota.

24. SURVIVAL

The mutual obligations described in COMPENSATION AND BILLING; and INDEMNIFICATION hereof shall survive the termination or expiration of this Agreement.

25. SEVERABILITY

In the event any provision specified herein is held or determined by a court of competent jurisdiction to be illegal, void or in contravention of any applicable law, the remainder of the Agreement shall remain in full force and effect.

26. MODIFICATION

Contractor and INSPIRE may modify the terms of this Agreement in whole or in part as circumstances may justify by mutual written agreement executed by the duly authorized representatives of the parties.

27. NOTICE TO PARTIES

All notices to be given by the parties to this Agreement shall be in writing and served by depositing same in the United States Mail, postage prepaid, registered or certified mail.

Notices to INSPIRE shall be addressed to:

Transportation Coordinator
INSPIRE Charter School – School Leader
1280 23rd Street North
Columbus, MS 39701

Director of Operations
INSPIRE Charter School
1820 23rd Street North
Columbus, MS 39701

Notices to Contractor shall be addressed to: (Contractor)

Either INSPIRE or Contractor may change its address of record for receipt of official notice by giving the other written notice of such change and any necessary mailing instructions.

28. ENTIRE AGREEMENT

This Agreement sets forth the entire agreement between INSPIRE and Contractor concerning the subject matter hereof. There are no prior representations, either oral or written, between INSPIRE and Contractor other than those contained in this Agreement.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement this _____ day of _____ 20xx.

By: _____

Officer of Contractor

By: _____

Chair, Board of Education

By: _____

Clerk, Board of Education

(Note: Appendix A, B, RATES, shall be attached.)

ATTACHMENT L SCHOOL FACILITIES QUESTIONNAIRE

INSPIRE CHARTER SCHOOL FACILITIES QUESTIONNAIRE School Facility Questionnaire

School Name: **INSPIRE CHARTER SCHOOL**

Primary Contact for Facility Planning: *Steve Jamison*

Telephone: **662-386-3383**

Email: *sjam9653@bellsouth.net*

Provide grade levels and student enrollment estimates for the first five years. Replace “Year 1” with the academic year the applicant plans to open, and then “Years 2-5 with the subsequent years.

	<u>2014-2015</u>	<u>2015-2016</u>	<u>2016-2017</u>	<u>2017-2018</u>	<u>2018-2019</u>
Grades	K-3; 9	K-4; 9-10	K-5; 9-11	K-6; 9-12	K-6; 9-12
Enrollment	120	200	280	360	380

School District in which charter school will be located:

Description of the facility/ies under consideration including available square footage and quotes (for years 1-5) from property owners: (Note: Charter school has first right of refusal for vacant school facility.)

Facility #1:

Genesis Dream Center

1820 23rd Street North

Columbus, MS 39701

DESCRIPTION

Acreage – 5.6

Square Footage – 41,500

12 Classrooms @ ~900 Square Feet each

12 Classrooms @ ~900 with Bathrooms in each

2 Storage Rooms ~500 Square Feet Total

1 Library / Media Center ~2,500 Square Feet

1 Cafetorium with Full Stage ~7,500 Square Feet

1 Full Kitchen ~ 2,500 Square Feet

1 Pantry ~ 300 Square Feet

5 Office Spaces

2 Community Bathrooms

1 Teacher's Lounge

1 Janitor's Closet

1 New - Detached Shower Building ~3,000 Square Feet

QUOTES:

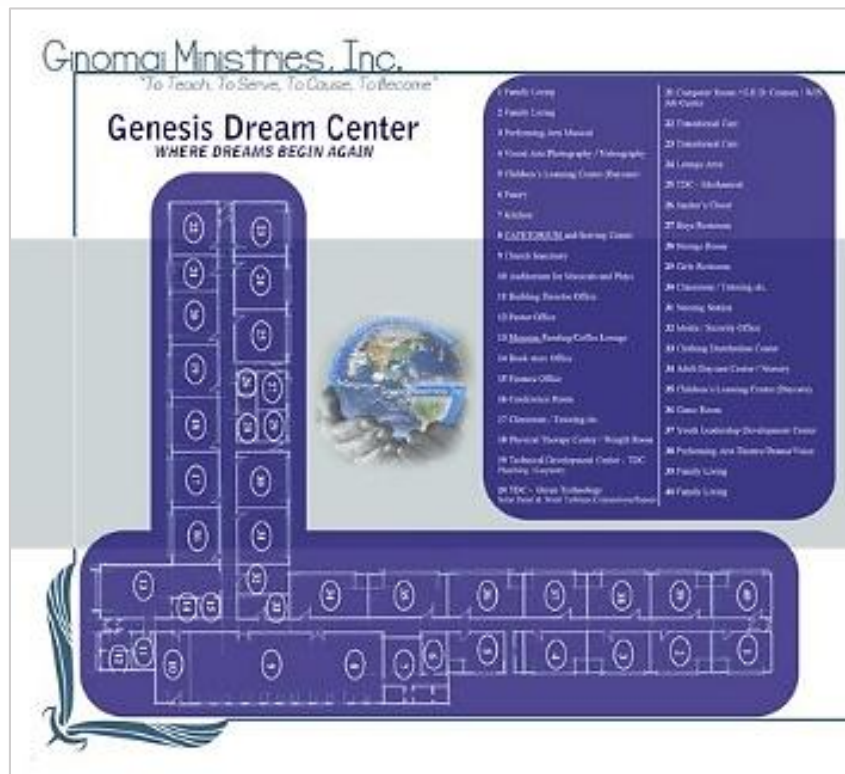
Year #1 Lease \$21,000 @ \$1,750 per month

Year #2 Lease \$42,000 @ \$3,500 per month

**ATTACHMENT M
FACILITIES FLOOR PLAN**

INSPIRE CHARTER SCHOOL FLOOR PLAN

EXTERIOR VIEW & INTERIOR FLOOR PLAN



The facility is presently being used as a community center, but will revert back to a school pending approval.

ATTACHMENT N

START UP PLAN

The following start-up plan tasks will be used to document and effectively implement the start-up process.

START UP PLAN TASKS SUMMARY	TIMELINE	RESPONSIBLE PERSON(S)
STATE FILING		
Letter of Intent State Deadline #1	January 22, 2014	Founders
Submission of Application Proposal State Deadline #2	March 14, 2014	Founders/Inspire Board of Trustees/Consultant
Capacity Interviews State Deadline #3	April 15, 2014	Founders/Inspire Board of Trustees/CCEO Team
Technical Assistance State Deadline #4	May 27, 2014	Founders/Inspire Board of Trustees/CCEO Team
Charter Granted State Deadline #5	June 27, 2014	Founders/Inspire Board of Trustees/CCEO Team
School Opening Deadline #6	August 20, 2014 <i>*should a start-up grant be secured</i>	Founders/Board/ School Leader & Staff
School Opening Deadline #6	August 20, 2015	Founders/Board/ School Leader & Staff
STAFFING		
Hire School Leader	June 2014	Board of Directors
Recruit School Staff	June 2014	School Leader
Select School Staff	June 2014	School Leader
Hire School Staff	June 2014	Board of Directors
Non Instructional Staff	June 2014	School Leader
STUDENT ENROLLMENT & DATA		
Establish SI (student information system)	June 2015	School Leader
Establish Onsite Operations	June 2015	School Leader & Staff
Recruit Students	March 2014-August 2015	School Leader & Staff
Student / Family Welcome	July 2015	School Leader & Staff
Select Students	July 2015	School Leader & Staff
Enroll Students	July 2015	School Leader & Staff
Schedule Students	July 2015	School Leader & Staff
ADMINISTRATIVE		
Administrative	July 2015	School Leader
Student Identification	July 2015	School Leader & Staff
School Finance	July 2015	Chief Financial Officer & School Leader

Parents / Student / Staff	July 2015	School Leader & Staff
SHARED SERVICES		
Facilities Ready	May 2015	School Leader & Staff
General Operations	August 2015	School Leader & Staff
Transportation	August 2015	School Leader & Staff
Food Service	August 2015	School Leader & Staff
Security	August 2015	School Leader & Staff
Maintenance	August 2015	School Leader & Staff
Custodial	August 2015	School Leader & Staff
TECHNOLOGY		
Technology Assessment	May 2015	School Leader & Staff
Information systems	May 2015	School Leader & Staff
Technology procurement	May 2015	School Leader & Staff
Website Development	May 2015	School Leader & Staff
Erate	May 2015	School Leader & Staff
Long-Term Technology Plan	May 2015	School Leader & Staff
SIS	May 2015	School Leader & Staff
PROCUREMENT		
Order and Deliver Materials	May 2015	School Leader & Staff
PROFESSIONAL DEVELOPMENT		
Logistics	May 2015	School Leader & Staff
FACILITIES		
Facilities Ready	May 2015	School Leader & Staff
Construction	Not Applicable	Not Applicable
CLIMATE		
Classrooms / Specialty Rooms	May 2015	School Leader & Staff
School Climate and Safety	May 2015	School Leader & Staff
SPECIALIZED SERVICES		
Food Service	May 2015	School Leader & Staff
Special Education	May 2015	School Leader & Staff
School Nurse	July 2015	School Leader & Staff
HUMAN RESOURCES		
HR Office Compliance and Setup	June 2015	Chief Financial Officer
Hiring process and setup for new hires	June 2015	School Leader
Employment Manual	June 2015	Chief Financial Officer
Benefits, payroll and insurance	June 2015	Chief Financial Officer
Recruiting process for HR administrator	June 2015	Chief Financial Officer

New Hire Orientation Process	July 2015	School Leader
Termination Policies and Policies	July 2015	Board of Trustees
FINANCE		
Accounting	June 2015	Chief Financial Officer
Revenue	July 2015	Chief Financial Officer
Payroll	August 2015	Chief Financial Officer
Purchasing	May 2015	Chief Financial Officer
Accounts Payable	August 2015	Chief Financial Officer
Inventory - Fixed Assets Mgmt	August 2015	Chief Financial Officer
Employee Reimbursements	August 2015	Chief Financial Officer
Reporting	August 2015	Chief Financial Officer
Budget Management	July 2015	Chief Financial Officer
Petty Cash	August 2015	Chief Financial Officer
Insurance	May 2015	Chief Financial Officer
Other Potential Things	May 2015	Chief Financial Officer
GRANTS		
Grants	July 2014	School Leader
Parents / Students	August 2015	School Leader & Staff
Competitive Applications	August 2015	School Leader

INSPIRE CHARTER SCHOOL PLANNING & START UP MARKETING PLAN



2013 Marketing Goals

- Announce and generate interest in the creations of a STEM & Arts Charter School
- Engage potential parents and the community in a grassroots effort to plan a community-based charter school
- Develop a list of prospective parents who want to enroll their child in the charter school



2014 Marketing Goals

- Promote awareness through community meetings, announcements, media promotions
- Distribute charter school planning and information newsletters in viable community gathering venues, i.e., doctor's offices, daycares, etc.
- Visit local churches and request a 5 minutes speak time



2015 Marketing Goals

- Implement community-wide marketing campaigns
- Develop and monitor cost effective school budget strategies
- Monitor recruitment and enrollment Goals
- Focus on essential school interest events and campaigns

Inspire Charter School's Outreach Strategies for Parents & Community Involvement

| "STEM & ARTS Scholars Academy, "Where Dreams Soar" |

"Be the Change You Wish to See in the World." – Gandhi

Type I-Parenting
<i>Assisting families with parenting and child rearing skills, understanding child and adolescent development, setting home conditions that support children as students at each age and grade level, and assisting schools to understand families</i>
Type II-Communicating
<i>Designing effective forms of school-to-home and home-to-school communications about school programs, skills required to pass all subjects in each grade, and children's progress</i>
Type III-Volunteering
<i>Recruiting, organizing, and recognizing volunteer help and support occurring in the school and outside of the school</i>
Type IV-Learning at Home
<i>Providing information and ideas to families about how to help students at home with homework and other curriculum related activities, decisions and planning</i>
Type V-Decision Making and Advocacy
<i>Including families as participants in school decisions and developing parent leaders and representatives from all groups</i>
Type VI- Collaborating with the Community
<i>Identifying and integrating resources and services from the community to strengthen school programs, family practices, and student learning and development</i>

**Epstein Framework*

ATTACHMENT O

SCHOOL CALENDAR

INSPIRE CHARTER SCHOOL 2015-2016 SCHOOL CALENDAR

Time	Activity/Subject	Description
7:15 AM	Buses Arrive	Supervised Bus & Car Unloading
7:30 AM	Breakfast & Books	Breakfast + SSR
8:00 AM	Common Core State Standards Literacy Block	Reading/Writing/Language Arts/Content Area Reading
10:00 AM – 1:00 PM	Lunch, Recess, PE	Lunch & Physical Fitness
12:00 PM – 3:00 PM	Common Core State Standards STEM Block	Science, Technology, Engineering & Math
3:00 PM – 4:30 PM	Projects-Based Learning, Arts, & Organized Sports (School Teams)	Enrichment Education
4:30 PM	Buses Depart	Supervised Bus & Car Loading
4:30 PM – 6:00 PM	After School Program, Tutoring, Homework Assistance, Enrichment, Healthy Snacks	After School Program
6:00 PM	End of After School Program	Parents Pick Up

INSPIRE CHARTER SCHOOL STEM & ARTS SCHOLARS ACADEMY SECONDARY SCHEDULE

	Start Time	End Time	Length
1st Block	8:20 AM	9:50 AM	90 min
2nd Block	9:55 AM	11:25 AM	90 min
Advisory	11:25 AM	11:55 AM	30 min
Lunch	11:55 AM	12:25 PM	30 min
3rd Block	12:30 PM	2:30 PM	95 min
4th Block	2:30 PM	4:30 PM	90 min

ATTACHMENT Q POLICY FOR STUDENTS WITH DISABILITIES

POLICY FOR CHILDREN WITH DISABILITIES

Inspire Charter School is committed to providing appropriate educational services to children with disabilities. The district is committed to providing full educational opportunities to all children with disabilities through age twenty-one by the year 2020. The opportunities will be provided in accordance with applicable state and federal laws and court decisions.

Section I: FREE APPROPRIATE PUBLIC EDUCATION

The district provides free appropriate public education programming for students with disabilities ages three through twenty.

Section II: FULL SERVICE GOAL

The district is committed to serving students with disabilities and hereby sets a goal of providing full educational opportunities to all students with disabilities through age twenty-one by the year 2020.. The opportunities will be provided in accordance with applicable state and federal laws and court decisions. At this point, Mississippi Law does not allow public schools to provide educational opportunities to students with disabilities over the age of twenty.

Section III: CHILD FIND

Each year the district will have an awareness campaign aimed at finding unserved students with disabilities ages birth through twenty-one. When a student who is suspected of having a disability is referred, he/she will be evaluated and, if a disability is recommended by an Assessment Team and confirmed by a Screening Team, either placed in an appropriate class or placed on a waiting list with plans being made for the provision of a free appropriate public education to him/her with applicable state and federal laws and court decisions.

Section IV: INDIVIDUALIZED EDUCATION PROGRAM (IEP)

The district will develop or revise, whichever is appropriate, and implement an Individualized Education Program for each student with a disability. The program will be reviewed periodically but not less than annually.

Section V: DUE PROCESS

The district insures that students with disabilities and their parents are guaranteed due process with respect to the provision of a free appropriate public education.

Section VI: PROTECTION IN EVALUATION

Evaluation materials and placement procedures used by the district will be, to the maximum extent possible, selected and administered so as not to be racially or culturally discriminatory such that no student will be misclassified, misplaced, or unnecessarily labeled as having a disability because of the inappropriate selection, administration, or interpretation of the materials or procedures.

Section VII: CONFIDENTIALITY

The district will protect the confidentiality of all data in its records relative to students with disabilities.

Section VIII: LEAST RESTRICTIVE ENVIRONMENT

The district will, to the maximum extent appropriate, educate students with disabilities with students having no disabilities in their age group. The removal of the students with disabilities from the regular educational environment will occur only when the nature or severity of the disability is such that education in regular classes with supplementary aids and services cannot be achieved satisfactorily. A continuum of alternative placements based on individual children's IEP's will be provided to students with disabilities in the district. Placement of students with disabilities will be determined at least on an annual basis and will be as close to the students home as possible.

This does not mean that if there is only one student in a school and if he needs the service of a teacher in a self-contained class that this will be provided on a one time basis when there are several other children with the same need in a nearby school. These children will be brought together to be provided appropriate services. In selecting the least restrictive environment for each student, consideration is given to any potentially harmful effect on the child and the quality of services needed. If a student with a disability can function socially, emotionally, and mentally with students with no disabilities of a similar chronological age, he/she will be given that opportunity in accord with his/her IEP. Equal opportunities for participation to the maximum extent appropriate in a variety of nonacademic and extra-curricula services must be available to children with disabilities.

Section IX: PARTICIPATION OF PRIVATE SCHOOL CHILDREN

To the extent consistent with the number and location of students with disabilities enrolled in private schools, an opportunity will be made available for their participation in activities assisted by or carried out under Part B.

ATTACHMENT R

SCHOOL POLICIES FOR FEES AND HARDSHIP WAIVERS

SECTION A: STUDENT INFORMATION AND BASIS FOR FEE WAIVER.

Name of student: _____ SSN: ____ - ____ - ____ (not required but expedites the process)

INSPIRE STEM & ARTS SCHOLARS ACADEMY

Address: _____

School: _____ Grade level: _____
Name of parent or guardian: _____ Phone number: _____

Please check if applicable: (attach supporting documents for each category that applies)

- ☐ Student is eligible based on income verification.
☐ Student receives (SSI)* Supplemental Security Income (ONLY FOR BLIND OR DISABLED CHILDREN)
☐ Family receives AFDC (currently qualified for financial assistance or food stamps)
☐ Student is in Foster Care (under Mississippi or local governmental supervision)
☐ Student is in State Custody

***Please note: Students who receive Survivor Benefits Do Not Qualify for the SSI category listed above.**

Parent(s)/guardian(s) shall provide income eligibility documentation in the form of income tax returns or current pay stubs demonstrating compliance with requirements consistent with state law and school district policies and/or guidelines for all of the above qualifiers.

If none of the above apply but you wish to apply for fee waivers or other help with school fees because of serious financial problems, please state the reason(s) for the request: _____

(If you need more space, please continue on the back of this page)

Please check the school fee schedule and list all fees that you wish to have waived. If your student is eligible for fee waivers, all of those fees identified will be waived. **Please note that costs for yearbooks, class rings, letter jackets, school pictures, and similar items are not fees and will not be waived. Students may be required to pay fees for concurrent enrollment or advanced placement courses. The portion of the fees related specifically to college or post-secondary grades or credit is not subject to fee waiver.**

Fee Description Amount Fee Description Amount

Fee Description	Amount	Fee Description	Amount

Please give this application to the Principal, Assistant Principal, or the School Fee Counselor when you have finished filling it out. All fee payments will be suspended until the school has determined if your student is eligible for fee waivers. You will then be given a written notice of that decision. **The school shall require you to present proof of eligibility.** State law requires schools or school districts to require DOCUMENTATION of fee waive eligibility if parent must "apply for fee waivers." State law also requires that school districts provide alternatives in lieu of fee waivers, "to the fullest extent reasonably possible according to individual circumstances of both fee waiver applicant and school," consistent with local board policies and/or guidelines which may include tutorial assistance to other students, assistance before or after school to teachers and other school personnel on school related matters, and general community or home service. If your student is eligible for a waiver, the school cannot require you to agree to an installment payment plan or sign an IOU in place of a waiver.

I HEREBY CERTIFY THAT THE INFORMATION AND DOCUMENTATION I HAVE PROVIDED IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE AND BELIEF. I ALSO GIVE SCHOOL OFFICIALS PERMISSION TO USE THIS FORM AS A RELEASE TO OBTAIN INFORMATION NECESSARY FOR VERIFICATION OF ELIGIBILITY.

PARENT'S OR GUARDIAN'S SIGNATURE: _____ DATE: _____

ATTACHMENT S PERFORMANCE FRAMEWORK

CHARTER SCHOOL PERFORMANCE FRAMEWORK

**IS BASED ON THE MISSISSIPPI DEPARTMENT OF EDUCATION, ELEMENTARY
AND SECONDARY AND SECONDARY EDUCATION ACT**

**CURRICULUM, ASSESSMENT & INSTRUCTIONAL PROGRAMS AND NEEDS, CURRICULUM
IMPLEMENTATION PROTOCOLS AND ACHIEVEMENT MONITORING PLAN**

A. Performance Framework for the Instructional Program

These strategies should be changes in the current instructional program that will help educationally disadvantaged students and the school population as a whole. Remember that school-wide programs encourage systemic change. The instructional program strategies should be based on the results of the Inquiry Process and on incorporating information obtained from a review of the research literature, visits to other programs, and/or information from staff development activities and technical assistance providers. This may also mean adapting a program or a feature of a program to fit the local situation.

The Performance Framework is based on: *No Child Left Behind Section 1114(b)(1)(B)*

- Provide opportunities for all children to meet the State’s proficient and advanced levels of academic achievement;
- Use effective methods and instructional strategies that are based on scientifically based research that strengthen the core academic program and increase the amount and quality of learning time that provides an enriched and accelerated curriculum;
- Include strategies that meet the needs of historically underserved populations
- Include strategies to address the needs of all children in the school, but particularly the needs of low achieving children and those at risk of not meeting the State standards who are members of the target population;
- Provide instruction by highly qualified professional staff; and
- Provide timely, effective assistance to students who experience difficulty in meeting the State’s standards, including taking specific steps to involve parents in helping their children meet the standards.

1. The key components of the instructional programs of the school and how instructional programs will be organized and delivered in whole school.

The key components of the Mathematics, Reading, Language Arts/English and Science include numerous opportunities for student engagement and participation in higher order thinking activities. Teachers provide rigorous, small group instruction in both content areas while utilizing effective strategies to differentiate instruction. Teachers plan their lessons based on student data while using a variety of best practices and differentiation strategies to ensure that the needs of all learners are met.

2. The research based or evidence of effectiveness that supports the strategies selected.

The instructional program is based on the state’s curriculum standards and *Common Core State Standards* best practices and research by the *National Council for Teachers of Mathematics* (NCTM), the *National Reading Panel’s Preventing Reading Difficulties in Young Children*, the *National Science Foundation (NSF)*, *NASA*, the state’s and the U.S. Department of Education’s *STEM (Science, Technology, Engineering and Math)* curriculum and strategies for effective instruction.

3. The school day instructional schedule.

Instructional blocks will be used to ensure teachers and students have significant and quality time in order for teaching and learning to take place at a deeper level. Specifically, Reading will occur in 2 hour uninterrupted blocks daily. The components of the instructional program that will also meet the learning needs of special population students and will be delivered inclusively as much as possible and appropriate using multiple learning platforms including the school day, extended day, extended year, tutoring, and use of high quality blended learning opportunities.

☐ Services will be provided for special education students.

IDEA teachers will offer support to special education students. Such students are provided appropriate learning opportunities as stated in their Individualized Education Plan (IEP). The majority of the special education students receive services in a fully inclusive setting; however, there are a few students who receive the majority of their instruction in a self-contained resource room. Students who are in an inclusion classroom are served by four highly qualified special education teachers. Teachers will go into the general education classrooms and provide services for these students. There are some students who are pulled out of the general education classroom during the instructional day to receive one-on-one help with their IEP goals and for any other related services that they receive (music therapy, physical therapy, speech therapy, occupational therapy, etc.).

☐ Services will be provided for English Language Learners (ELL) students.

In addition to the general education curriculum, English Language Learners (ELL) will have the opportunity to receive additional support through school-based efforts. Students will have access to blended learning in their native and English languages to show connections, instructional technology, learning manipulatives and games, peer and adult tutors and mentors who will use a plethora of other instructional resources and tools designed to aid in language acquisition and communication skills. They will also have significant access to support personnel to help them bridge language barriers improve their usage of the English language and to increase their academic achievement. In addition, if necessary, students receive Tier II or III and other interventions.

The LEA will notify limited English proficient parents in a language they can understand regarding individual student academic achievement results and interpretation of the results. Assessment documentation will be provided to limited English proficient parents in a language that they can understand. If necessary, a translator will assist limited English proficient parents in understanding the student academic achievement results.

☐ Services will be provided to students that receive services from the Homeless Education program.

Students will be identified on the school or district level and/or referred through community services. Parents may also notify the school of situations that qualify students for services offered by the *McKinney-Vento Homeless Education Act*. Once they have been identified, the school will seek assistance from the local liaison. Assistance will be provided as deemed necessary.

☐ Timely assistance and services will be provided for your struggling learners.

Teachers will be familiarized with the *Response to Intervention (RtI) Student Support Team (SST)* process as it relates to student success and achievement. Once students are identified as struggling or in danger of failing, teachers and assistant teachers provide appropriate interventions at the Tier II level. When teachers notice that students are still not being successful with curriculum content, they request assistance from the school's Teacher Support Team. The Teacher Support Team writes Tier III interventions to provide

additional support for struggling learners. Students then have the opportunity to receive assistance from the school interventionists. They also work on reading skill deficits using blended learning tools and application that have proven effectiveness.

PERFORMANCE FRAMEWORK FOR MATHEMATICS MEASURABLE GOALS & OBJECTIVES

Based on State Assessments and Common Core State Standards (CCSS)

- Baseline data for grade 3 will be established through a benchmark assessment administered in grade 2 that aligns with the state's assessment system. The previous grade's state assessment results will determine the baseline for the current school year.

Annually, the percentage of 3rd grade students meeting or exceeding the State Mathematics Performance Standards will increase by 2% year over year resulting in a 10% increase overall over a 5-year period.

Annually, the percentage of 4th grade students meeting or exceeding the State Mathematics Performance Standards will increase by 2% year over year resulting in a 10% increase overall over a 5-year period.

Annually, the percentage of 5th grade students meeting or exceeding the State Mathematics Performance Standards will increase by 2% year over year resulting in a 10% increase overall over a 5-year period.

Annually, the percentage of 6th grade students meeting or exceeding the State Mathematics Performance Standards will increase by 2% year over year resulting in a 10% increase overall over a 5-year period.

Annually, the percentage of 7th through 12th grade students meeting or exceeding the State Mathematics Performance Standards will increase by 2% year over year resulting in a 10% increase overall over a 5-year period.

PERFORMANCE FRAMEWORK FOR READING MEASURABLE GOALS & OBJECTIVES

Based on State Assessments and Common Core State Standards (CCSS)

- **Baseline data for grade 3 will be established through a benchmark assessment administered in grade 2 that aligns with the state’s assessment system. The previous grade’s state assessment results will determine the baseline for the current school year.**

Annually, the percentage of 3rd grade students meeting or exceeding the State Reading Performance Standards will increase by 2% year over year resulting in a 10% increase overall over a 5-year period.

Annually, the percentage of 4th grade students meeting or exceeding the State Reading Performance Standards will increase by 2% year over year resulting in a 10% increase overall over a 5-year period.

Annually, the percentage of 5th grade students meeting or exceeding the State Reading Performance Standards will increase by 2% year over year resulting in a 10% increase overall over a 5-year period.

Annually, the percentage of 6th grade students meeting or exceeding the State Reading Performance Standards will increase by 2% year over year resulting in a 10% increase overall over a 5-year period.

Annually, the percentage of 7th through 12th grade students meeting or exceeding the State Reading Performance Standards will increase by 2% year over year resulting in a 10% increase overall over a 5-year period.

Reading performance standards and assessment include content area reading, writing proficiency, comprehension, common core state standards, and indicators related to student reading on or above grade level by year 3.

PERFORMANCE FRAMEWORK FOR LANGUAGE ARTS/ENGLISH MEASURABLE GOALS & OBJECTIVES

Based on State Assessments and Common Core State Standards (CCSS)

- **Baseline data for grade 3 will be established through a benchmark assessment administered in grade 2 that aligns with the state's assessment system. The previous grade's state assessment results will determine the baseline for the current school year.**

Annually, the percentage of 3rd grade students meeting or exceeding the State Language Arts/English Performance Standards will increase by 2% year over year resulting in a 10% increase overall over a 5-year period.

Annually, the percentage of 4th grade students meeting or exceeding the State Language Arts/English Performance Standards will increase by 2% year over year resulting in a 10% increase overall over a 5-year period.

Annually, the percentage of 5th grade students meeting or exceeding the State Language Arts/English Performance Standards will increase by 2% year over year resulting in a 10% increase overall over a 5-year period.

Annually, the percentage of 6th grade students meeting or exceeding the State Language Arts/English Performance Standards will increase by 2% year over year resulting in a 10% increase overall over a 5-year period.

Annually, the percentage of 7th through 12th grade students meeting or exceeding the State Language Arts/English Performance Standards will increase by 2% year over year resulting in a 10% increase overall over a 5-year period.

PERFORMANCE FRAMEWORK FOR SCIENCE MEASURABLE GOALS & OBJECTIVES

Based on State Assessments and Common Core State Standards (CCSS)

- **Baseline data for grade 3 will be established through a benchmark assessment administered in grade 2 that aligns with the state's assessment system. The previous grade's state assessment results will determine the baseline for the current school year.**

Annually, the percentage of 3rd grade students meeting or exceeding the State Science Performance Standards will increase by 2% year over year resulting in a 10% increase overall over a 5-year period.

Annually, the percentage of 4th grade students meeting or exceeding the State Science Performance Standards will increase by 2% year over year resulting in a 10% increase overall over a 5-year period.

Annually, the percentage of 5th grade students meeting or exceeding the State Science Performance Standards will increase by 2% year over year resulting in a 10% increase overall over a 5-year period.

Annually, the percentage of 6th grade students meeting or exceeding the State Science Performance Standards will increase by 2% year over year resulting in a 10% increase overall over a 5-year period.

Annually, the percentage of 7th through 12th grade students meeting or exceeding the State Science Performance Standards will increase by 2% year over year resulting in a 10% increase overall over a 5-year period.

B. Performance Framework for Measuring and Monitoring Student Program.

These strategies will ensure that teachers have the tools they need to monitor and measure student progress. Student progress monitoring data will be gathered on regular intervals (1 to 4 week intervals) and used to prescribe interventions and accelerated curriculum, strategies and improvements for students on an individual level. The student progress monitoring data will afford teachers and instructional leaders the data and tools they need to make necessary curriculum refinements and data driven instructional improvements based on student mastery of state standards. The instructional strategies used by teachers include inquiry, problem solving, communication, engagement in learning principles and blended learning to improve students motivation to learn and “stick-to-it-ness” ability.

C. Monitoring and Evaluation of Student Progress

1. Consistent school assessments to be used to monitor student academic progress during the school year for each grade level.

- Pre-Kindergarten Assessments – DIAL 3 and Batelle, Report Cards
- Kindergarten Assessments – Kindergarten Report Card Protocol, DIBELS, and MAP (*Measures of Academic Progress*)
- 1st – 6th Grade – DIBELS, STAR, and MAP (*Measures of Academic Progress*), Report Cards, Benchmark Assessment Instrument that Aligns with the State Assessment System, Blended Learning Student Progress Monitoring Tools
- 2nd – 6th Grade – Benchmark Assessment Instrument that Aligns with the State Assessment System, Blended Learning Student Progress Monitoring Tools
- 7th – 12th – Subject-Area Assessments such as ACT (*American College Test*) and USA Test Prep, Blended Learning Student Progress Monitoring Tools that Aligns with the State Assessment
- Classroom Behavior Profile Universal Screener – Using the School’s Student Information System

2. Describe how the school will identify students experiencing difficulty mastering skills and standards, so they can be provided with timely assistance and support.

The school identifies students experiencing academic difficulties by continuously monitoring student work, formative and summative assessments results, and weekly and nine weeks grades. In addition, the school utilizes data from the Universal Screener to identify such students. Students experiencing difficulty are provided Tier II and Tier III interventions as deemed appropriate.

D. High Quality Staff and Professional Development/Professional Learning Community (PLC) System

Goals are to:

- To increase student achievement through high quality planning, instruction and assessment.
- To increase student achievement through highly qualified teachers and support staff.
- To increase student achievement through intensive, collaborative, purposeful and sustained professional development and professional learning communities.
- To increase productivity and cooperation from teachers by including them in the decision-making process, problem solving around core issues affecting student achievement, and by involving them in dialogue and planning through professional learning communities that enhance professionalism and instructional quality.

C. Effectively Addressing ESEA Goals through the Performance Framework

ESEA requires that teachers and paraprofessionals who instruct in core subject areas must meet the highly qualified staff requirements or be working towards meeting the requirements. Therefore, instructional staff will be included in all aspects of student achievement improvement whole school reform effort. The professional development strategies include herein support ESEA goals. All teachers, paraprofessionals, specialists, and administrators should be involved in the training activities that are described in the following professional development summary of key activities/strategies that follow:

□ Understanding and Implementation of Common Core State Standards

- ✓ Effective Teaching Strategies (*Common Core Mathematics, English Language Arts and Science*)
- ✓ Effective Writing Strategies (*Write from the Beginning – Common Core English Language Arts*)
- ✓ Effective Teaching Strategies (Using Madeline Hunter's *Essential Elements of Instruction*)
- ✓ Differentiated Instruction (Using Marzano's *Classrooms That Work Strategies*)
- ✓ Higher Order Thinking Skills and Questioning Strategies (Using *HOTS Strategies*)
- ✓ Student Engagement Strategies (Using Marzano's *The Highly Engaged Classroom Strategies*)
- ✓ Thinking Maps® Integration
- ✓ Blended Learning/Technology Integration Strategies
- ✓ The State's Teacher Evaluation System & Training
- ✓ Behavior Modification and PBIS Techniques
- ✓ Special Education Updates and Training for General Education and Special Education Teachers
- ✓ Effective Use of Instructional Technology in the Classroom (i.e., *Innosite Blended Learning Techniques, SmartBoard, Promethean Board, Laptops, ActiVotes, Broadcast Studio, Apple Computers, iPads, etc.*) – These are suggestions, not recommendations.

ATTACHMENT T

PROFESSIONAL DEVELOPMENT SCOPE & SEQUENCE

INSPIRE CHARTER SCHOOL PROFESSIONAL DEVELOPMENT PLAN PARENT INVOLVEMENT PLAN Includes STEM, Arts & Blended Learning Integration

Professional Development Schedule and Topics & Planning Steps		Participants (X) ALL THAT APPLY		
		Planning Team	ALL Staff	Parents
June	Pre-School Begin Curriculum & Standards Professional Development (School Administrator, Curriculum, Technology Specialists & Consultants):	X	X	

INSPIRE STEM & ARTS SCHOLARS ACADEMY

	<ul style="list-style-type: none"> Blended Learning Academy & ARTs Integration Academy (one week) 			
July	Pre-School Begin Curriculum & Standards Professional Development: <ul style="list-style-type: none"> STEM & PBL Academy (one week) 	X	X	
August	Disseminate Information to Parents & Staff, Part I (School Administrator): <ul style="list-style-type: none"> Starting Out Right Video (s) Presentation (Selected annually by the school administrator to inspire and engage parents and staff) Looking in the Mirror Presentation (annual assessment presentation conducted by the school administrator that shows the schools performance on the state tests and covers strengths, weaknesses and plans for the coming year to get better and better) Student/Parents Handbook Issued & Discussed School Bus Safety Training 	X	X	X
August	Disseminate Information to Parents & Staff Part II (School Administrator): <ul style="list-style-type: none"> School Culture & Behavior Standards Discussed State Standards (CCSS) Issued & Discussed School Testing Schedule Issued & Discussed School Calendar Issued & Discussed School Contracts/Compacts Issued & Discussed Parent Volunteers Schedule Discussed and Confirmed 	X	X	X
August	Disseminate Information to Parents & Staff Part III (School Administrator): <ul style="list-style-type: none"> ELL Survey Issued & Discussed Parent Surveys Issued & Discussed Homeless Education Issued & Discussed PTO Sign Up and Fee Schedule Discussed and PTO Projects for the Year are Confirmed Fundraisers for the Current year and Discussed and Confirmed (fundraisers are planned the year prior for implementation for the current year/changes or additions are not allowed/fundraising is important to the school; however fundraising management is more important so not to over obligate parents) Home Visits Schedule & Teacher Websites (What's Important and What's Not) Home Visits Where Teachers Model Parental Reading Support Strategies 	X	X	X

INSPIRE STEM & ARTS SCHOLARS ACADEMY

August On-going	Staff School Year Overview (Data & Expectations) <ul style="list-style-type: none"> • Response to Intervention (Student Support Team Training) Training • Student Progress Benchmark Assessments Training & Schedule • Planning and Student Achievement Goals and Expectations Professional Learning Communities Training • Teacher Evaluation System Training & Implementation • State and Common Core State Standards (CCSS) Curriculum Enhancement Training • Effective Planning for Championship Teaching • School Safety and Supervision Training • Effective Management of Student Records and Cumulative Folders Training 	X	X	
September On-going	Disseminate Information to Parents & Staff Part IV (School Administrator): <ul style="list-style-type: none"> • Bullying Prevention & School Reporting System for a Bully-Free School Zone • Reading Achievement Discussed (Reading Goal: Students Reading on Grade Level by the end of Third Grade and Staying on Track) • Emergency Procedures & Weather Drills Training • Educational Field Trip Schedule Discussed and Confirmed (educational field trip planning occurs the year prior by teachers for the current school year/additions are not allowed for budgeting and alignment with curriculum expectations formulation) 	X	X	X
September On-going	STEM Curriculum & Integration Strategies: <ul style="list-style-type: none"> • Learning the STEM Way: Comprehensive School Reform Implementation Training • Effective STEM Lesson Planning • STEM Projects Based Learning & Special Projects • STEM & Common Core State Standards Professional Learning Communities 	X	X	
September On-going	Achievement Monitoring & Improvement Strategies: <ul style="list-style-type: none"> • Overview of Student progress Monitoring & Benchmark Data for School, Classroom, and Individual Student Data • Analysis of Current Student Data • Intervention & Acceleration Planning 	X	X	

INSPIRE STEM & ARTS SCHOLARS ACADEMY

	<ul style="list-style-type: none"> Professional Learning Communities Improving of Achievement Teacher Collaboration Sessions 			
September On-going	Arts Integration Strategies, Part I: <ul style="list-style-type: none"> Plan School-wide Arts Projects with Staff & Community/College Arts Professions & Students Plan Classroom Projects by Arts Integration Themes & Areas/Locations (inside school and in the community) 	X	X	
October	Arts Integration Strategies, Part II: <ul style="list-style-type: none"> Plan & Schedule the School's Arts Integration Billboards for the Year Plan the After School Arts & Design Projects by Grade Level 	X	X	
October On-going	Effective Blended Learning & Technology Integration in Teaching and Learning Strategies: <ul style="list-style-type: none"> Blended Learning Intervention, Acceleration, Student Progress Monitoring & Credit Recovery as appropriate Using Classroom Technology Effectively (i.e. electronic whiteboard, response clickers, Skype ©, etc.) 	X	X	
October	Parent Teacher Conference Day & Open House <ul style="list-style-type: none"> On-Site and On-Target Parent/Teacher Conferences Followed by Dinner and a Movie (Parents & Teachers) 	X	X	X
October On-going	Parent Saturday Academy Conduct Parents Needs Assessment & Opinion Surveys (How are we doing so far?): <ul style="list-style-type: none"> School-Based e-Learning and Digital Reading Plan & Demonstration Administer Parents/Guardians Needs Assessment Surveys (given electronically) Administer Parents/Guardians Opinion Surveys (given electronically) Discuss Survey Data from Live Portal & Talk Parent Academy will be held once/per quarter and designed around parents' needs and concerns about their children. 	X	X	X

INSPIRE STEM & ARTS SCHOLARS ACADEMY

October On-going	Effective Instruction: Things Teachers Must Know & Do, Part I: <ul style="list-style-type: none"> PLCs Best Practices for Effective Reading Instruction and by Class/Grade Data Examination PLCs Best Practices for Effective Math Strategies and by Class/Grade Data Examination PLCs in Best Practices in Writing by Class/Grade Data Examination PLCs Best Practices in Differentiated Instruction and by Class/Grade Data Examination 	X	X	
October On-going	Teacher Coaching Where Needed: <ul style="list-style-type: none"> Effective Instruction Using Common Core State Standards Effective Teaching Using Differentiated Instruction Strategies Effective Use of Student Engagement Strategies and Blended Learning & Classroom Technology Interpreting Student Data & Developing Individual Student Achievement Plans Effective Use of Essential Elements of Instruction 	X	X	
November On-going	Effective Instruction: Things Teachers Must Know & Do, Part II: <ul style="list-style-type: none"> PLCs in Understanding and Implementing Common Core State Standards/Critical Higher Order Thinking PLCs in Teacher Evaluation System Rubrics & Correlates PLCs in Understanding & Educating Children of Poverty and by Class/Grade Data Examination PLCs in Understanding & Educating Black Boys and by Class/Grade Data Examination 	X	X	
November On-going	Teacher Coaching Where Needed: <ul style="list-style-type: none"> Effective Instruction Using Common Core State Standards Effective Teaching Using Differentiated Instruction Strategies Effective Use of Student Engagement Strategies and Blended Learning & Classroom Technology Interpreting Student Data & Developing Individual Student Achievement Plans Effective Use of Essential Elements of Instruction 	X	X	
November On-going	STEM Curriculum & Integration Strategies: <ul style="list-style-type: none"> Learning the STEM Way: Comprehensive School Reform Implementation Training 	X	X	

INSPIRE STEM & ARTS SCHOLARS ACADEMY

	<ul style="list-style-type: none"> Effective STEM Lesson Planning STEM Projects Based Learning & Special Projects STEM & Common Core State Standards Professional Learning Communities 			
December On-going	Teacher Coaching Where Needed: <ul style="list-style-type: none"> Effective Instruction Using Common Core State Standards Effective Teaching Using Differentiated Instruction Strategies Effective Use of Student Engagement Strategies and Blended Learning & Classroom Technology Interpreting Student Data & Developing Individual Student Achievement Plans <p>Effective Use of Essential Elements of Instruction</p>	X	X	
December On-going	Effective Instruction: Things Teachers Must Know & Do, Part III: <ul style="list-style-type: none"> PLC in Best Practices in Response to Intervention (Rtl) and by Class/Grade Data Examination PLCs in Best Practices for Educating Children with Disabilities by Class/Grade Data Examination PLCs Best Practices in English Language Learners (ELL) and by Class/Grade Data Examination PLCs Best Practices in Instructing Children with ADHD and by Class/Grade Data Examination 	X	X	
December On-going	Parent Saturday Academy Conduct Parents Needs Assessment & Opinion Surveys (How are we doing so far?): <ul style="list-style-type: none"> Administer Parents/Guardians Needs Assessment Surveys (given electronically) Administer Parents/Guardians Opinion Surveys (given electronically) Discuss Survey Data from Live Portal & Talk Parent Academy will be held once/per quarter and designed around parents' needs and concerns about their children. 	X	X	X
January On-going	Effective Support System Training: <ul style="list-style-type: none"> Positive Behavior Incentive Program Positive Behavior Interventions & Support (PBIS) Training Resources: http://www.pbis.org/school/default.aspx http://www.resa.net/curriculum/positivebehavior/ 	X	X	

INSPIRE STEM & ARTS SCHOLARS ACADEMY

	<ul style="list-style-type: none"> Effective Reading Tutoring for Struggling Learners Effective Math Tutoring for Struggling Learners 			
January On-going	Parent Teacher Conference Day & Open House <ul style="list-style-type: none"> On-Site and On-Target Parent/Teacher Conferences Followed by Dinner and a Movie (Parents & Teachers) 	X	X	X
January On-going	Teacher Coaching Where Needed: <ul style="list-style-type: none"> Effective Instruction Using Common Core State Standards Effective Teaching Using Differentiated Instruction Strategies Effective Use of Student Engagement Strategies and Blended Learning & Classroom Technology Interpreting Student Data & Developing Individual Student Achievement Plans Effective Use of Essential Elements of Instruction 	X	X	
February On-going	Teacher Coaching Where Needed: <ul style="list-style-type: none"> Effective Instruction Using Common Core State Standards Effective Teaching Using Differentiated Instruction Strategies Effective Use of Student Engagement Strategies and Blended Learning & Classroom Technology Interpreting Student Data & Developing Individual Student Achievement Plans Effective Use of Essential Elements of Instruction 			
February On-going	STEM Curriculum & Integration Strategies: <ul style="list-style-type: none"> Learning the STEM Way: Comprehensive School Reform Implementation Training Effective STEM Lesson Planning STEM Projects Based Learning & Special Projects <p>STEM & Common Core State Standards Professional Learning Communities</p>	X	X	
March On-going	Effective Instruction: Things Teachers Must Know & Do, Part IV: <ul style="list-style-type: none"> PLCs Best Practices for Effective Reading Instruction and by Class/Grade Data Examination 	X	X	

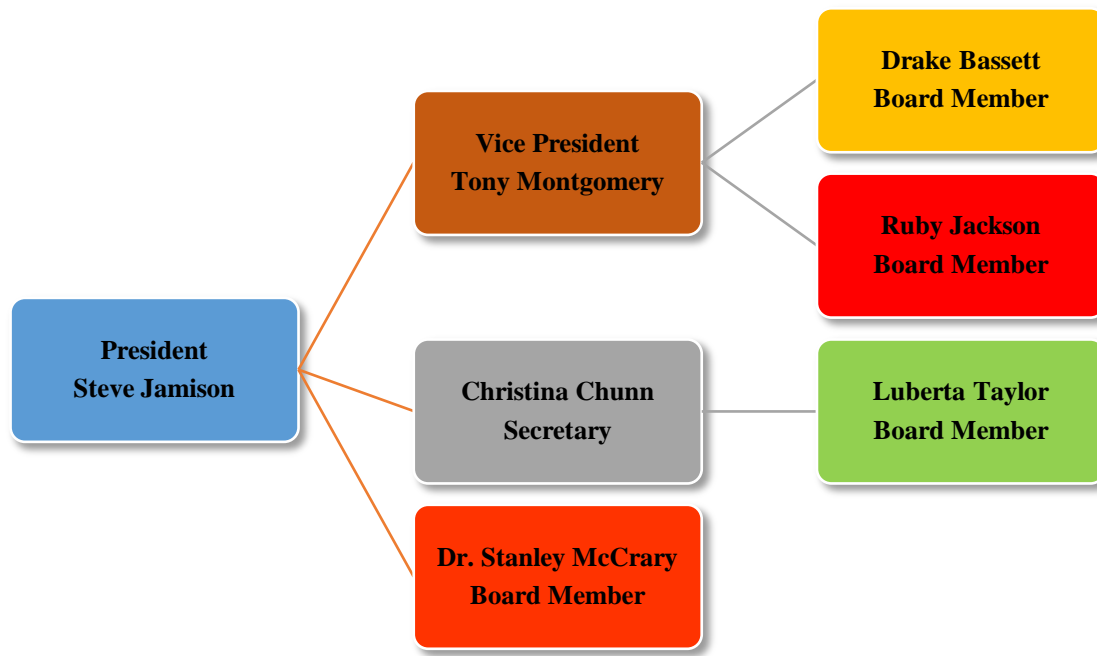
INSPIRE STEM & ARTS SCHOLARS ACADEMY

	<ul style="list-style-type: none"> PLCs Best Practices for Effective Math Strategies and by Class/Grade Data Examination PLCs in Best Practices in Writing by Class/Grade Data Examination PLCs Best Practices in Differentiated Instruction and by Class/Grade Data Examination 			
March On-going	Teacher Coaching Where Needed: <ul style="list-style-type: none"> Effective Instruction Using Common Core State Standards Effective Teaching Using Differentiated Instruction Strategies Effective Use of Student Engagement Strategies and Blended Learning & Classroom Technology Interpreting Student Data & Developing Individual Student Achievement Plans Effective Use of Essential Elements of Instruction 	X	X	
March On-going	Parent Saturday Academy Conduct Parents Needs Assessment & Opinion Surveys (How are we doing so far?): <ul style="list-style-type: none"> Administer Parents/Guardians Needs Assessment Surveys (given electronically) Administer Parents/Guardians Opinion Surveys (given electronically) Discuss Survey Data from Live Portal & Talk Parent Academy will be held once/per quarter and designed around parents' needs and concerns about their children. 	X	X	X
April On-going	Effective Instruction: Things Teachers Must Know & Do, Part V: <ul style="list-style-type: none"> PLCS in Best Practices for Teaching Strategies to Support Common Core State Standards PLCs in Best Practices in Developing Writing Journals and Authors PLCs in Best Practices in Projects Based Learning PLCs in Best Practices for Student State Assessment Preparation & Testing Environment Best Practices in Quality Extended Year PLCs in Achievement & Enrichment (Summer Achievement Planning) 	X	X	
April On-going	Parent Teacher Conference Day & Open House <ul style="list-style-type: none"> On-Site and On-Target Parent/Teacher Conferences 	X	X	X

INSPIRE STEM & ARTS SCHOLARS ACADEMY

	<ul style="list-style-type: none"> Followed by Dinner and a Movie (Parents & Teachers) State Testing Preparation: Parent Information 			
April On-going	Teacher Coaching Where Needed: <ul style="list-style-type: none"> Effective Instruction Using Common Core State Standards and by Class/Grade Data Examination Effective Teaching Using Differentiated Instruction Strategies and by Class/Grade Data Examination Effective Use of Student Engagement Strategies and by Class/Grade Data Examination and by Class/Grade Data Examination and Blended Learning & Classroom Technology Interpreting Student Data & Developing Individual Student Achievement Plans and by Class/Grade Data Examination Effective Use of Essential Elements of Instruction and by Class/Grade Data Examination 	X	X	
May	Teacher Reflections & Student Intervention Planning for Struggling Student Who will Not Be Promoted: <ul style="list-style-type: none"> Prepare for State Tests by Conducting “Boot Camp Testing Day Simulation with Practice Tests & Testing Environments PLCs Around Weakness Areas for Students Not Promoting by Teacher, by Grade Parents & Administrator Meetings with Parents of Students who will Not Promote to the Next Grade to discuss Summer Intervention by Teacher, by Grade PLCs around Instructional Materials and Supplies, Textbooks, Workbooks, Technology and Software Including Preparation and submission of Order by Teachers after Administrative Approval. Complete Extended Year/Summer School Planning Conduct Awards Day, Recognition and Kindergarten and Sixth Grade Class Graduation Ceremony with Students, Staff and Parents 	X	X	
<p style="text-align: right;">* On-going signifies a minimum of once per quarter. PLCs: Professional Learning Communities * PBLs: projects-Based Learning</p> <p>*Consultants who are curriculum and parent involvement specialists will assist the Instructional Leader in Professional Development, Coaching of Teachers to Improve Student Achievement and Getting and Keeping Parents Involved as Needed</p>				

ATTACHMENT U
ORGANIZATIONAL CHART WITH LINES OF AUTHORITY FOR
GOVERNING BOARD



ATTACHMENT V

COMPLETED SCHOOL BOARD QUESTIONNAIRES

INSPIRE CHARTER SCHOOL BOARD OF TRUSTEES COMPLETED QUESTIONNAIRES

Steve Jamison

Personal:

- > Born in Monroe County Mississippi to the late, Mr. and Mrs William Jamison Sr. as the youngest of six siblings.
- > Married for more than 39 years, one daughter, son-in-law and grandson.

Education:

- > Educated in the Public School System of Clay County Mississippi
- > Received an associate degree in Biblical Studies, a division of Morehouse, Atlanta, GA
- > Graduate of Charles Harrison Mason Theological Seminary/Mississippi Site
 - COGIC Doctrine
 - The Heart of Hebrew History
 - The Heart of New Testament History
 - Great Biblical Truths
 - Sermon Preparation
 - Human Communication

- > Trained Counselor

Work Experience:

- > Worked in Construction since 1967, has experience in all phases of the industry.
- > Master Mason in concrete, brick, stone, including block masonry.
- > Sub contractor for Harry Terrell Construction & D.S. McClanahan Construction Co.
- > Construction Manager in charge of masonry for Alpha Construction on the Kimberly Clark Plant in Corinth, MS.
- > Owned and operated Quality Masonry Company
- > Owned and operated General Contractors, Inc.
 - General Contractors Inc. performed work on the Columbus, Air Base, built the Algiers Levy Set Back in New Orleans LA., & built the Panola Quisman Levy in Charleston, MS.*
- > The first 8-A firm in the city of Columbus, MS with more than fourteen million in annual revenues.
- > Worked as Construction Liaison on the several large church construction projects in the Southeast.
- > Experienced in commercial, industrial and residential construction.
- > Presently owner and operator of S&L Construction Inc.

Religious:

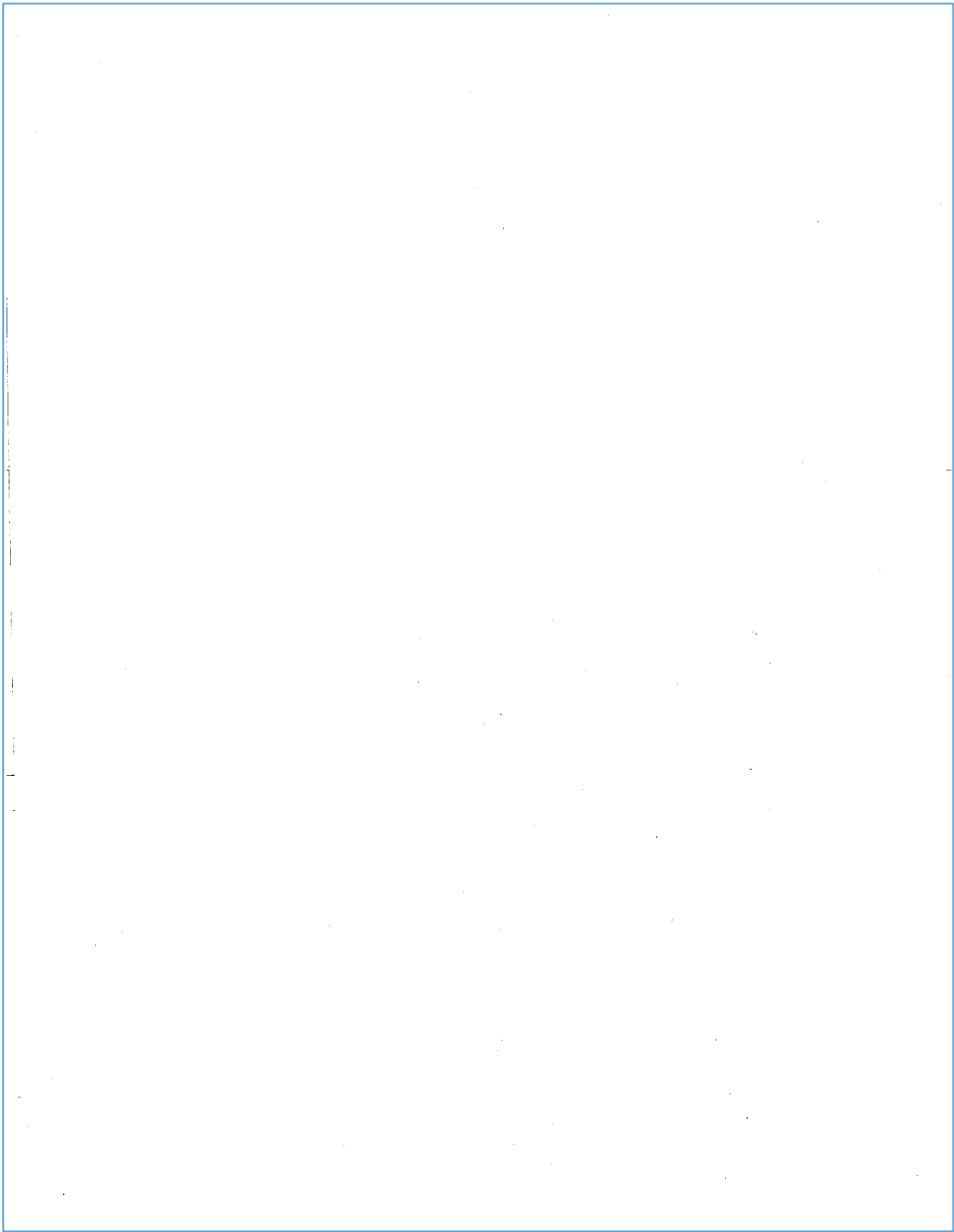
- > Pastor and founder of Maranatha Faith Center, MS
- > Served as facilitator for the Charles Harrison Mason School of Ministry, Columbus site
- > Ordained Elder of the Church of God in Christ for more than 35 years

Community involvement:

Was instrumental in having the former Kerr McGee Wood Treatment Facility placed on the National Priority List of the Environmental Protection Agency/EPA. Also serves as organizer and chairman of The Memphis Town Community Action Group, which serve as a liaison group between the EPA and Stake Holders of the Memphis Town Community.

Hobbies:

- Horse back riding
- Antique car enthusiast



Charter School Board Member Questionnaire

(To be completed individually by each proposed board member for the Charter School)

The purposes of this survey are: 1) to supply pertinent information to the application review team; 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development; and 3) to identify any potential conflict of interest you may have as a board member.

Conflict of Interest

The information requested below is being requested to identify any potential conflicts of interest that you may have as a board member. This is in alignment with best practices in non-profit and charter school governance and is also DP's policy for its board members. If the charter school is approved, any conflict of interest that is identified must be addressed by the charter school in alignment with its board conflict of interest policy.

Background/Criminal History Checks

Background checks are an important volunteer management tool for charter schools. The safety of students, employees, and board members is of utmost importance. Moreover, the judicious oversight of the school's finances and operations is among the governing board's main responsibilities. Accordingly, applicant is to submit criminal background checks on all Charter School Board Members.

Contact Information

Are you a Mississippi resident? Yes

Are you a United States citizen? (Please provide proof as an attachment to this document.)

Yes

Will any of your children attend this public charter school? N/A

If yes, how many?

Will you be able to attend regularly scheduled board meetings? Yes

Check your highest education level:

High School/GED

Associate's Degree Trade/Business School X

BA or BS Degree

Master's Degree MD, DO, JD, Ph.D., etc.

Please check each area of expertise you would contribute to the board:

3

Telephone

Email

Employer Address

Employer/City/State/Zip

Have you ever managed a school? No.

If yes, provide as an attachment to this document annual student achievement data, disaggregated by subgroup, for every school under your current or prior management.

Conflict of Interest

1. Indicate whether you currently or have previously served on a board of a school district or another Charter School. No.

If yes please list the board(s) and date(s) of service.

2. Have you been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency, professional association, disciplinary committee, or other professional group? No.

If yes, please explain.

3. Do you or an immediate family member have a close personal relationship with the School or any individual(s) associated with the School that would make it difficult for you to execute your duties as a board member in an independent manner? No.

If yes, please describe.

4. Do you or any immediate family members have any contractual agreements with the School? No

If yes, please describe.

5. Have or will you or any member of your immediate family receive funds, gifts, loans, services or any other consideration for any purpose from the School or any other company contracting or providing service to the School? No.

If yes, please describe.

6. Will you or any member of your immediate family be leasing or selling any real estate property to the School? No.

If yes, please explain the arrangement in detail.

7. Have or will you or any immediate family members be guaranteeing or granting any loans or services- at no charge or for charge- to the School or any other company contracting or providing service to the School? No.

If yes, please describe.

8. Are or will you or any immediate family members be employed at the School (either directly or as an employee of the educational service provider or any other company contracting or providing service to the School? No.

If yes, please describe.

9. Are or will you or any immediate family member be serving as an officer, director, trustee, sole proprietor, employee, sales representative, agent, consultant, independent contractor, or advisory board member to the educational service provider or any other company, organization or agency funding projects, goods or service to the School? No.

If yes, please describe.

10. Do you or an immediate family member own stock or have direct or indirect financial interest in any contract where the financial interest amounts to \$250 or 5% or more of the contract costs to the School, or the financial interest amounts to \$5000.00 or more in any corporation, partnership, association or joint venture involving the School, educational service provider, or any other company or entity contracting with the School? No.

If yes, please describe

11. Do you or an immediate family member know any individual(s) or entity(ies) that does or plans in the next year to engage in business or any exchange of services with the School?
No.

If yes, please describe.

12. Other than your current board position, do you currently serve as an elected or appointed public official? No.

If yes, please describe.

13. Do you currently serve with any other board, group or corporation that has an interest in the actions you would take as a member of the board? No.

If yes, please explain.

14. Do you foresee any potential ethical or legal conflicts of interest if you serve on the School Board? No
If yes, please explain.

15. To the best of your knowledge, are there situations not described in this questionnaire which may give the appearance of a conflict of interest between you or a member of your immediate family, or would make it difficult for you to execute the duties of your office in an independent manner? No.

If yes, please describe.

School Mission and Program:

1. What is your understanding of the school's mission and guiding beliefs?

The school will seek to provide a learning environment where the primary focus is the student. We will seek to provide a nurturing atmosphere that addresses the academic and social needs, thus fostering a well rounded citizen as it's end result.

2. What is your understanding of the school's proposed educational program?

The school's educational program will traditional while but will also utilize certain enhanced educational program with resources from the community and local universities.

3. What do you believe to be the characteristics of a successful school?

I believe the characteristics of a successful school are:

- a. A Vision for the school
- b. Dedicated Leadership
- c. High Academic Standards
- d. Family, Community, and School Partnerships
- e. Professional Development for the Staff
- f. Evidence of Success(Data)

Governance:

- I. Why do you wish to serve on the board?

Having observed the failing conditions of our current school district, and having an understanding that our children can not succeed in a fast paced world with a substandard education. I am therefore compelled by my sense of posterity to lend my strength and experience to help secure the prosperity of the next generation. And it is my firm belief

Columbus Ms.

2. What is your understanding of the appropriate role of a public charter school board member?

My understanding of the role of a public charter school board member is to advocate for students, set

policy, monitor progress and finances, and be an advocate for charter school education.

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

For the past 40 years I have worked as a General Contractor, Construction Manager, and Construction Consultant. As such I have handled multi million dollar budgets, the scheduling of personnel and resources, as well as running day to day operations. I am currently retired from the construction industry and pastoring a church I found in 1980.

4. Provide a forecast of where you see the school after its first year of operation and then again in four years. Please be sure to include high level academic and financial components.

I believe in the first year Inspire will have established itself as a major academic resource in this area. We will accomplish this by focusing on not only the best and brightest students in our community, but, by reaching out to those students who have fallen thru the cracks of the traditional educational system. By our fourth year, Inspire will have become an institution that both Parents and Students will look to for excellency in the educational process. Therefore, I forecast that in the first year the school will brake even and by its fourth year will show a substantial profit to be invested in advances for the future.

5. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

To ensure success the board needs:

- a. Hire a competent staff
- b. Follow all the guidelines of a public charter school
- c. Monitor the progress of the school
- d. Monitor the finances of the school
- e. Monitor the physical facilities of the school

organizations and churches.

6. How would you handle a situation in which you believe one or more members of the school's board was acting unethically or not in the best interests of the school?

If I thought a school board member or members were acting unethically, I would approach them directly. I would seek to acquire a complete understanding of their actions as to avoid any premature or unwarranted actions on my part. If they could not convince they were working in the schools best interests, I would give the board a written presentation of my concerns for further deliberation on the matter.

Certification

I recognize that all information submitted with this conflict of interest disclosure (with the exception of the background check) becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold the Mississippi Charter School Authorizer Board, its trustees, officers, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations.

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and, if the proposed charter school is approved, agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest. Further, if the proposed charter school is approved, I recognize that falsification or failure to submit a complete annual conflict of disclosure becomes justification for removal.


Board Member's Signature

Date March 11, 2014

Board Member's Printed Name
Rev. Steve Jamison

Date March 11, 2014

Ruby Jackson, Board Member

Dr. Stanley McCrary, Board Member

RUBY S. JACKSON

OBJECTIVE

Resume' for Mississippi Charter School Board Position

SUMMARY OF QUALIFICATION

June, 2004: Certified Mental Health Therapist

May, 2003: Master's Degree in Emotional & Behavioral Disorders/ Special Education

EMPLOYMENT

July 2013 – Present: Community Counseling Services, Columbus, MS 39701

Adult Mental Health Therapist

March 2011 – July 2013: Community Counseling Services, Starkville, MS 39759

Elderly Program Manager/ Adult Mental Health Therapist

August 2006 – October 2010: Region III Mental Health, Tupelo, MS 38801

School-Based Therapist – Grades K-6

August 2001 – July 2006: Community Counseling Services, Columbus, MS 39701

Children's Mental Health Therapist

EMPLOYMENT (continued)

March 2001 – August 2001: Mark Mitchell Children's Shelter

Children's Services Coordinator

EDUCATION

Current – University of West Alabama – Livingston, AL

Master Degree in Counseling w/ plans to apply for License in Professional
Counseling

May, 2003 – Mississippi State University – Starkville, MS

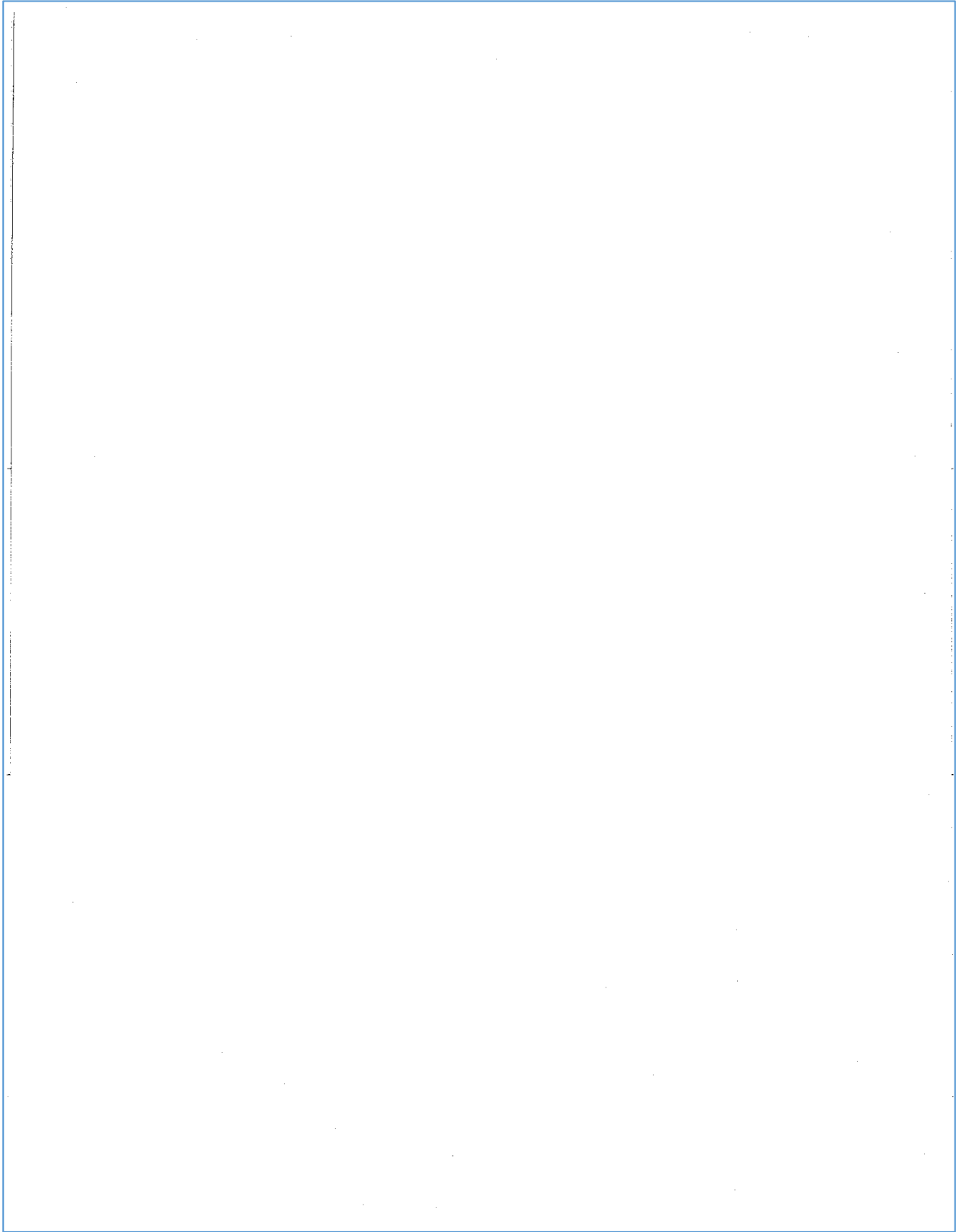
Master Degree in Emotional & Behavioral Disorders/ Special Education

May, 2001 – Mississippi University for Women – Columbus, MS

Bachelor Degree in Family & Consumer Science

May, 1999 – East Mississippi Community College – Mayhew, MS

Associate Degree in Social Work



Charter School Board Member Questionnaire

(To be completed individually by each proposed board member for the Charter School)

The purposes of this survey are: 1) to supply pertinent information to the application review team; 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development; and 3) to identify any potential conflict of interest you may have as a board member.

Conflict of Interest

The information requested below is being requested to identify any potential conflicts of interest that you may have as a board member. This is in alignment with best practices in non-profit and charter school governance and is also DPS policy for its board members. If the charter school is approved, any conflict of interest that is identified must be addressed by the charter school in alignment with its board conflict of interest policy.

Background/Criminal History Checks

Background checks are an important volunteer management tool for charter schools. The safety of students, employees, and board members is of utmost importance. Moreover, the judicious oversight of the school's finances and operations is among the governing board's main responsibilities. Accordingly, applicant is to submit criminal background checks on all Charter School Board Members.

Contact Information

Name of charter school	
Your name	<i>Andy Jackson</i>
Home address	
City/State/Zip	
Telephone	
Email	
Employer Address	<i>Community Counseling Services 1001 Main St</i>
Employer City/State/Zip	<i>Bolt MS 39701</i>

Are you a Mississippi resident? ☒ Yes. ☐ No.

Are you a United States citizen? (Please provide proof as an attachment to this document.)

☒ Yes. ☐ No.

Will any of your children attend this public charter school? ☒ Yes. ☐ No.

If yes, how many? *1*

Will you be able to attend regularly scheduled board meetings? ☒ Yes. ☐ No.

Check your highest education level:

☐ High School/GED ☐ Associate's Degree ☐ Trade/Business School
☐ BA or BS Degree ☒ Master's Degree ☐ MD, DO, JD, Ph.D., etc.

Please check each area of expertise you would contribute to the board:

Community Service	Education	Finance	Fundraising	Law
✓	✓	✓	✓	
Management	Marketing	Parental Involvement	Personnel	Public Relations
		✓		

Board members' resumes should be attached to this questionnaire.

Have you ever managed a school? ☐ Yes. ☒ No.

If yes, provide as an attachment to this document annual student achievement data, disaggregated by subgroup, for every school under your current or prior management.

Conflict of Interest

1. Indicate whether you currently or have previously served on a board of a school district or another Charter School. ☐ Yes. ☒ No.

If yes please list the board(s) and date(s) of service.

2. Have you been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency, professional association, disciplinary committee, or other professional group? ☐ Yes. ☒ No.

If yes, please explain.

3. Do you or an immediate family member have a close personal relationship with the School or any individual(s) associated with the School that would make it difficult for you to execute your duties as a board member in an independent manner?
☐ Yes. ☒ No.

If yes, please describe.

4. Do you or any immediate family members have any contractual agreements with the School? ☐ Yes. ☒ No.

If yes, please describe.

5. Have or will you or any member of your immediate family receive funds, gifts, loans, services or any other consideration for any purpose from the School or any other company contracting or providing service to the School? ☐ Yes. ☒ No.

If yes, please describe.

6. Will you or any member of your immediate family be leasing or selling any real estate property to the School? ☐ Yes. ☒ No.

If yes, please explain the arrangement in detail.

7. Have or will you or any immediate family members be guaranteeing or granting any loans or services—at no charge or for charge—to the School or any other company contracting or providing service to the School? ☐ Yes. ☒ No.

If yes, please describe.

8. Are or will you or any immediate family members be employed at the School (either directly or as an employee of the educational service provider or any other company contracting or providing service to the School)? ☐ Yes. ☒ No.

If yes, please describe.

9. Are or will you or any immediate family member be serving as an officer, director, trustee, sole proprietor, employee, sales representative, agent, consultant, independent contractor, or advisory board member to the educational service provider or any other company, organization or agency funding projects, goods or service to the School?
☐ Yes. ☒ No.

If yes, please describe.

10. Do you or an immediate family member own stock or have direct or indirect financial interest in any contract where the financial interest amounts to \$250 or 5% or more of the contract costs to the School, or the financial interest amounts to \$5000.00 or more in any corporation, partnership, association or joint venture involving the School, educational service provider, or any other company or entity contracting with the School?

☐ Yes. ☒ No.

If yes, please describe.

11. Do you or an immediate family member know any individual(s) or entity(ies) that does or plans in the next year to engage in business or any exchange of services with the School?

☐ Yes. ☒ No.

If yes, please describe.

12. Other than your current board position, do you currently serve as an elected or appointed public official? ☐ Yes. ☒ No.

If yes, please describe.

13. Do you currently serve with any other board, group or corporation that has an interest in the actions you would take as a member of the board? ☐ Yes. ☒ No.

If yes, please explain.

14. Do you foresee any potential ethical or legal conflicts of interest if you serve on the School Board? ☐ Yes. ☒ No.

If yes, please explain.

15. To the best of your knowledge, are there situations not described in this questionnaire which may give the appearance of a conflict of interest between you or a member of your immediate family, or would make it difficult for you to execute the duties of your office in

an independent manner?

☐ Yes.

☒ No.

If yes, please describe.

School Mission and Program:

1. What is your understanding of the school's mission and guiding beliefs?

That parents have the right & responsibility to ensure proper & appropriate education for their children w/ options

2. What is your understanding of the school's proposed educational program?

That it will be based on state curriculum however teachers will be able to deviate from regular teaching methods

3. What do you believe to be the characteristics of a successful school?

High standards & expectations for all students. Effective leadership. Curriculum that goes along w/ state standards

Governance:

1. Why do you wish to serve on the board?

I don't have to. But if I can do anything to see that this mission is accomplished

2. What is your understanding of the appropriate role of a public charter school board member?

I feel a school board member is instrumental in setting vision and goals for the school, helping to push the school on track, ensuring that appropriate teachers are hired & work w/ students

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

None.

4. Provide a forecast of where you see the school after its first year of operation and then again in four years. Please be sure to include high level academic and financial components.

I feel this school can & will be instrumental in being an appropriate model for our public school & where it needs to be

5. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Keeping the # low at first, engaged teachers & parental involvement

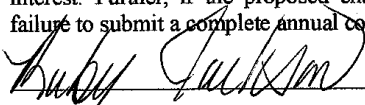
6. How would you handle a situation in which you believe one or more members of the school's board was acting unethically or not in the best interests of the school?

Certification

I recognize that all information submitted with this conflict of interest disclosure (with the exception of the background check) becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold the Mississippi Charter

School Authorizer Board, its trustees, officers, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations.

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and, if the proposed charter school is approved, agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest. Further, if the proposed charter school is approved, I recognize that falsification or failure to submit a complete annual conflict of disclosure becomes justification for removal.



Board Member's Signature

3/6/14

Date

Board Member's Typed Name

Date

DRAKE BASSETT

SUMMARY

A highly accomplished executive with 20 years of progressive experience in building, restoring and managing businesses in the information services industry. A trusted leader who moves businesses forward through a combination of informed decisions and collaborative leadership. A proven ability to cultivate C-Level relationships across a variety of industries. A seasoned manager with experience organizing and managing diverse groups in the US. Areas of expertise include:

- Organizational and business leadership
- P&L management
- Strategic planning/tactical management
- Talent development and organizational design
- International business development
- Operational leadership in technology and process
- Solution selling and business consulting
- Financial leadership and cost management

EXPERIENCE

Nielsen Claritas, New York, NY

Nielsen Claritas is the leading provider of consumer segmentation & local market insights for a wide range of industries. Nielsen Claritas has over 1,800 clients, from Fortune 100 leaders to small businesses.

CHIEF EXECUTIVE OFFICER, PRESIDENT

2010 – present Full P&L responsibility for the Claritas division of Nielsen with \$90+ million in revenue and 250 employees, including five Sr. Vice-President direct reports. Responsible for Management of Sales, Client Development, Marketing, Product Development and Industry Analysts as well as overall strategic direction of the division.

- Repositioned business to pursue new growth through Global Expansion, Product Innovation and Client Facing Strategies
- Established new Segmentation and Analytics team yielding high dollar, strategic client relationships
- Integrated key company assets across Nielsen to create new products and expand services
- Achieved record, double-digit growth in profits in 2010.
- On track to exceed profit targets in 2011 with 10% YOY growth
- Initiated technology partnerships with principal partners to address software gaps
- Executed a restructuring of the client facing organization to leverage new services with Fortune 500 clients
- Developed C-Level relationships with top clients in the US. Clients include Volkswagen, ESPN, AT&T, Citibank, Best Buy
- Established a dedicated sales and service relationship in China to expand the business in Asia/Pacific Region
- Participating leader in the Product Leadership Team for Nielsen – integrating capabilities, establishing partnerships and providing input on Corporate Strategy and Goals
- Joined the Advisory Board of the Global Retail Marketing Association to advance Nielsen's presence in the retail industry

CHIEF OPERATING OFFICER

2008 – 2010

Overall responsibility for all operational aspects of the company. Financial responsibility including EBITDA targets and cost savings. Responsible for Management of Sales, Client Development, Marketing, Product Development and strategic direction of the division.

- Achieved Profit targets while maintaining revenue goals
- Successfully managed integration of all Product Development, IT, and Q/A testing into larger Nielsen organization
- Implemented Quarterly Business Reviews and Budget Planning process
- Led restructuring of client service organization to mobilize support of key business verticals
- Continued management of Human Resources with emphasis on organizational development and talent upgrade
- Secured key agreements with key media partners generating new revenue streams and product innovation

DRAKE BASSETT

PAGE 2

203.304.9277 / ebassett14@gmail.com

CHIEF HUMAN RESOURCES OFFICER

2007-2010

Requested by President to assume all strategic and tactical H.R. functions for Claritas. Represented Claritas within the larger Nielsen HR organization and centralized division responsible for all sales, servicing, marketing and product development to the Financial Services sector.

- Served as advisor to the President on all personnel decisions and executive team changes
- Implemented new compensation model for all managers and client facing personnel
- Implemented new performance review process for the organization
- Led new training for managers to focus on best practices for people and performance
- Successfully managed required reduction in force while maintaining company performance standards
- Negotiated employee conflicts and resolved any legal disputes
- Led Employee Engagement initiatives to strengthen performance

Claritas, VNU, Inc.

GENERAL MANAGER AND SENIOR VICE PRESIDENT Ithaca, NY

2004- 2007

Requested by President to assume oversight of under-performing office that included Production Services, Business Development, Financial staff, and Human Resources.

- Improved employee performance and satisfaction scores by 16% in one year.
- Established monthly manager meetings to review process, problems and highlight success
- Led Business Development team to exceed revenue targets 4 years in a row
- Responsible for increasing revenue plans eventually exceeding \$14mm
- Joined the Executive team to ensure regular communication of strategic goals with staff
- Identified opportunities for management changes and quickly moved to build a strong team
- Streamlined production process to expedite delivery, reduce inefficiencies and increase output

Claritas, VNU, Inc.

VICE PRESIDENT OF BUSINESS DEVELOPMENT Atlanta, GA

2001 – 2004

Led Business Development for the Southeast team based in Atlanta

- Restored underperforming team to achieve and exceed revenue targets
- Built team consisting of five sales professionals and six client service managers
- Developed multiple verticals with special emphasis on Telecommunications and Retail
- Responsible for generating in excess of \$7M in revenue each year

Prism Solutions

REGIONAL MANAGER

Atlanta, GA

1997- 1998

Recruited by the C.E.O. to launch a new software line delivering insights and metrics on data quality; responsible for new product initiative and new revenue stream.

- Achieved new client and revenue targets.
- Created collaborative strategy to expand product via third party channels and existing clients
- Presented to IT executives and technology officers

Claritas, VNU, Inc.

DIRECTOR OF SALES & CLIENT SERVICE

Atlanta, GA

1996- 1997

- Led client service teams in support of leading media clients
- Achieved first \$1mm sale in division's history
- Recognized as top sales leader for 1996
- President's Award Recipient
- Established Southeast program for Media and Telecommunication clients

Strategic Mapping, Inc.
SENIOR ACCOUNT EXECUTIVE
1992 – 1996

San Jose, CA & Atlanta, GA

S.M.I. was a geo-demographic software company focused on delivering solution oriented applications and data for major industries. Company was acquired by Claritas in 1996

- Developed and executed business plans achieving revenue targets from '92-'96
- Awarded for Sales Excellence and promoted to lead team
- Promoted to establish Southeastern Field Office in Atlanta, GA and expanded business in key verticals
- Achieved Top Sales performance in 1995, President's Club
- Managed team of 8 sales and client service professionals

International Business Machines
Jr. ACCOUNT EXECUTIVE,
1986-1991

Tampa, FL

- Hired through the college cooperative program and assigned to the regional sales team
- Assumed client service and account management for \$5mm base
- Established new accounts, conducted training and generated incremental revenue of \$900K

AFFILIATIONS

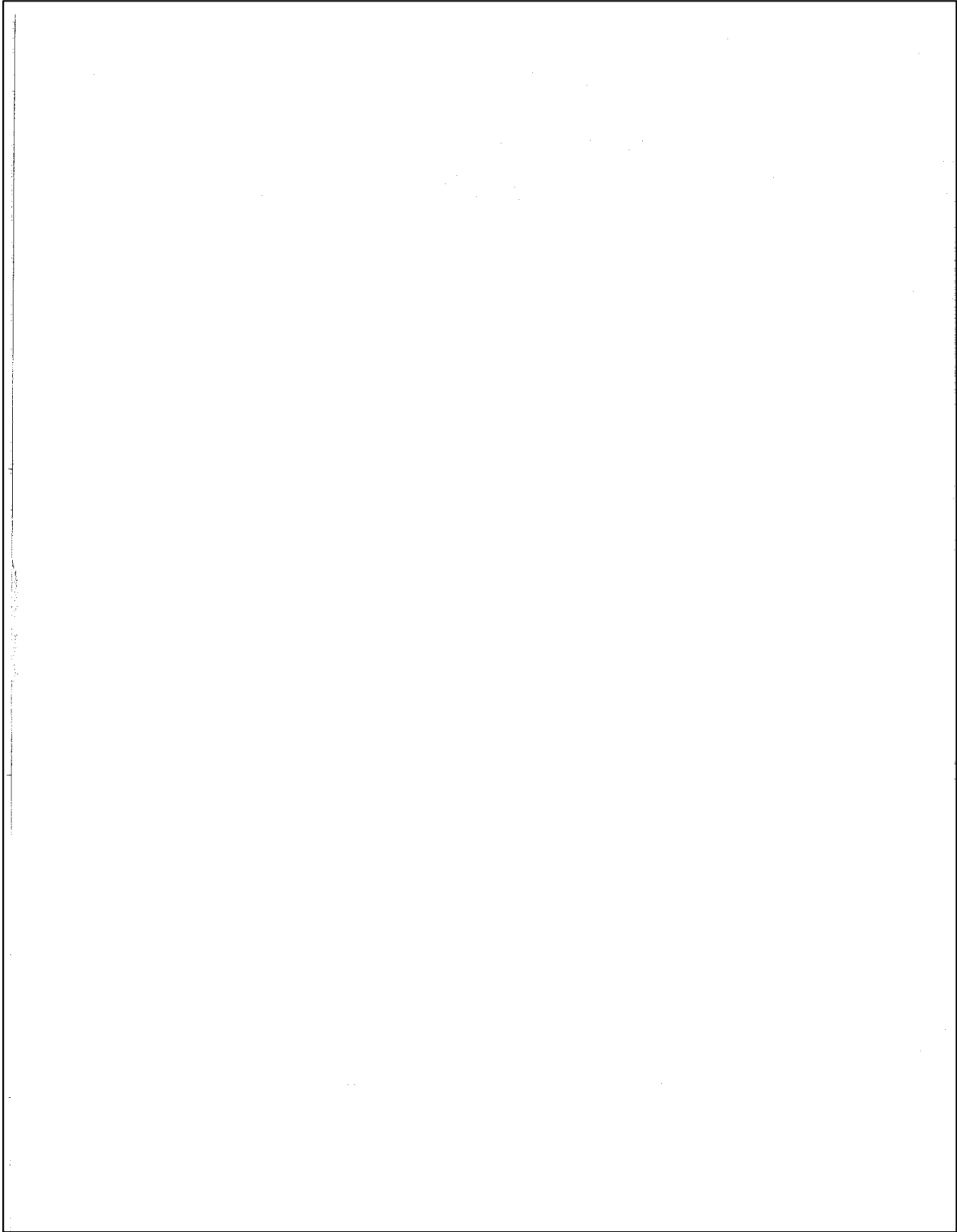
Global Retail Marketing Association *Advisory Board Member*
Better Business Bureau, Greater New York City *Board Member*
Challenge Industries *Board Member 2006-2009*
Museum of Biblical History *Board Member*
Society of Human Resources Management *Member*

EDUCATION AND PROFESSIONAL DEVELOPMENT

UNIVERSITY OF SOUTH FLORIDA
Bachelor of Arts, History
Bachelor of Arts, Russian Language
Certificate of Concentration, Russian Studies

United States Army, Reserve Officer Training Corps
Scabbard & Blade Society, Ranger Challenge, Leadership Training

Financial Leadership The Nielsen Company
Managing People and Performance The Nielsen Company
Coaching for Performance The Nielsen Company
Strategic Selling Miller Heiman
The Complex Sale Rick Page
Sales Leadership IBM



Charter School Board Member Questionnaire

(To be completed individually by each proposed board member for the Charter School)

The purposes of this survey are: 1) to supply pertinent information to the application review team; 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development; and 3) to identify any potential conflict of interest you may have as a board member.

Conflict of Interest

The information requested below is being requested to identify any potential conflicts of interest that you may have as a board member. This is in alignment with best practices in non-profit and charter school governance and is also DPS policy for its board members. If the charter school is approved, any conflict of interest that is identified must be addressed by the charter school in alignment with its board conflict of interest policy.

Background/Criminal History Checks

Background checks are an important volunteer management tool for charter schools. The safety of students, employees, and board members is of upmost importance. Moreover, the judicious oversight of the school's finances and operations is among the governing board's main responsibilities. Accordingly, applicant is to submit criminal background checks on all Charter School Board Members.

Contact Information

Name of Charter School	INSPIRE
Your Name	DRAKE BASSETT
Home Address	
City/State/Zip	

2

Telephone	
Email	
Employer Address	
Employer/City/State/Zip	

Are you a Mississippi resident? Yes/No.

Are you a United States citizen? (Please provide proof as an attachment to this document.)

Yes/No.

Will any of your children attend this public charter school? Yes/No.

If yes, how many?

Will you be able to attend regularly scheduled board meetings? Yes/No.

Check your highest education level:

- ☐ High School/GED
- ☐ Associate's Degree Trade/Business School
- ☒ BA or BS Degree
- ☐ Master's Degree MD, DO, JD, Ph.D., etc.

Please check each area of expertise you would contribute to the board:

Community Service	Education	Finance	Fundraising	Law
Management <input checked="" type="checkbox"/>	Marketing	Parent Involvement	Personnel	Public Relations

Board members' resumes should be attached to this questionnaire.

Have you ever managed a school? Yes. No.

If yes, provide as an attachment to this document annual student achievement data, disaggregated by subgroup, for every school under your current or prior management.

Conflict of Interest

1. Indicate whether you currently or have previously served on a board of a school district or another Charter School. Yes. No.

If yes please list the board(s) and date(s) of service.

2. Have you been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency, professional association, disciplinary committee, or other professional group? Yes. No.

If yes, please explain.

3. Do you or an immediate family member have a close personal relationship with the School or any individual(s) associated with the School that would make it difficult for you to execute your duties as a board member in an independent manner? Yes. No.

If yes, please describe.

4. Do you or any immediate family members have any contractual agreements with the School? Yes. No.

4

If yes, please describe.

5. Have or will you or any member of your immediate family receive funds, gifts, loans, services or any other consideration for any purpose from the School or any other company contracting or providing service to the School? Yes. No.

If yes, please describe.

6. Will you or any member of your immediate family be leasing or selling any real estate property to the School? Yes. No.

If yes, please explain the arrangement in detail.

7. Have or will you or any immediate family members be guaranteeing or granting any loans or services—at no charge or for charge—to the School or any other company contracting or providing service to the School? Yes. No.

If yes, please describe.

5

8. Are or will you or any immediate family members be employed at the School (either directly or as an employee of the educational service provider or any other company contracting or providing service to the School)? Yes. No.

If yes, please describe.

9. Are or will you or any immediate family member be serving as an officer, director, trustee, sole proprietor, employee, sales representative, agent, consultant, independent contractor, or advisory board member to the educational service provider or any other company, organization or agency funding projects, goods or service to the School? ~~Yes~~ No.

If yes, please describe.

~~There is a probability.~~

10. Do you or an immediate family member own stock or have direct or indirect financial interest in any contract where the financial interest amounts to \$250 or 5% or more of the contract costs to the School, or the financial interest amounts to \$5000.00 or more in any corporation, partnership, association or joint venture involving the School, educational service provider, or any other company or entity contracting with the School? Yes. No.

If yes, please describe.

6

11. Do you or an immediate family member know any individual(s) or entity(ies) that does or plans in the next year to engage in business or any exchange of services with the School?

Yes. ~~Yes~~ No

If yes, please describe.

12. Other than your current board position, do you currently serve as an elected or appointed public official? Yes. No.

If yes, please describe.

13. Do you currently serve with any other board, group or corporation that has an interest in the actions you would take as a member of the board? Yes. No.

If yes, please explain.

14. Do you foresee any potential ethical or legal conflicts of interest if you serve on the School Board? Yes. No.

If yes, please explain.

15. To the best of your knowledge, are there situations not described in this questionnaire which may give the appearance of a conflict of interest between you or a member of your immediate family, or would make it difficult for you to execute the duties of your office in an independent manner? Yes No.

If yes, please describe.

School Mission and Program:

1. What is your understanding of the school's mission and guiding beliefs?

Provide a high quality educational option to community

2. What is your understanding of the school's proposed educational program?

Quality Academics combined with appropriate character training

3. What do you believe to be the characteristics of a successful school?

Strong academics
Strong leadership
Appropriate discipline
Character development

Governance:

1. Why do you wish to serve on the board?

I believe that my abilities can assist the board in achieving their goal to provide a high quality educational alternative to the Columbus community.

2. What is your understanding of the appropriate role of a public charter school board member?

To implement best practices essential for the academic success of its students & its relevance to the community

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

Served as youth director at multiple churches, implemented class curriculum for elementary & secondary classes at multiple churches, served on the board of Challenge Industries which provided educational & employment opportunities to the physically disabled, additional board service on resume

4. Provide a forecast of where you see the school after its first year of operation and then again in four years. Please be sure to include high level academic and financial components.

5. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

1. Align with state leadership
2. Identify & recruit talented leadership team
3. Identify key educational objectives
4. Create processes that ensure accountability

6. How would you handle a situation in which you believe one or more members of the school's board was acting unethically or not in the best interests of the school?

Certification

I recognize that all information submitted with this conflict of interest disclosure (with the exception of the background check) becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold the Mississippi Charter School Authorizer Board, its trustees, officers, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations.

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and, if the proposed charter school is approved, agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest. Further, if the proposed charter school is approved, I recognize that falsification or failure to submit a complete annual conflict of disclosure becomes justification for removal.

Board Member's Signature

Date

Board Member's Printed Name

Date

Tony A. Montgomery, Sr.

Senior Pastor

Dynamic, Enthusiastic Senior Pastor and Church Leader, with a track record for transforming and revitalizing a congregation.

Selected Accomplishments & Milestones

- Restructured and increased Bible Study attendance by 50.0%.
- Led Missionary Union in the repair and restoration of the historic sanctuary in 2000 and the renovation/addition of the education building in 2013.
- Developed various equipping and outreach ministries to including Sisterhood Ministry, Media Ministry, Health Ministry and Rites of Passage Ministries for young men and young women.
- Released first book entitled "When You Lack the Faith You Need" in 2005.
- Founded, Men on Fire, a multi-denominational and multi-racial men's fellowship.
- Co-founder, Dream 365, planned and coordinated the Martin Luther King Jr. Celebrations for the City of Columbus from 2005 to the present.

Selected Accomplishments & Milestones

Transforming Preaching | Engaging Teaching | Collaborative leadership
Community Service Projects | Outreach Planning | Strategic Planning
New Ministry Development | Program Development
Public Relations | Leadership Development

Professional Experience

MISSIONARY UNION BAPTIST CHURCH, Columbus MS 1996-Present

Pastor

Called to transition a large-sized congregation in need of stability.

- Cultivated the practice of affirming the positive traits of congregation, such as multigenerational congregation.
- Diversified Music Ministry by developing a Men's Choir and Young Adult Choir.
- Developed Children's Hour Ministry, Dance Ministry, Youth Mentoring Ministry, Media Ministry and Sisterhood Ministry.

Tony A. Montgomery, Sr.

Page 2

- Worked with Deacon's to develop a Deacon Family Ministry Plan for congregational care.
- Developed a Friday Worship service for College Students and Young Adults.

ATLANTA VALUATION GROUP, INC., Atlanta, GA 1994-1996

Commercial Real Estate Appraiser/Partner

- Perform commercial real estate appraisals and valuations for individuals, lending institutions and government entities.

SCHULTZ, CARR, BISSETTE & ASSOCIATES 1987-1994

Commercial Real Estate Appraisal Associate

- Performed commercial real estate appraisals and valuations for lending institutions and government entities.

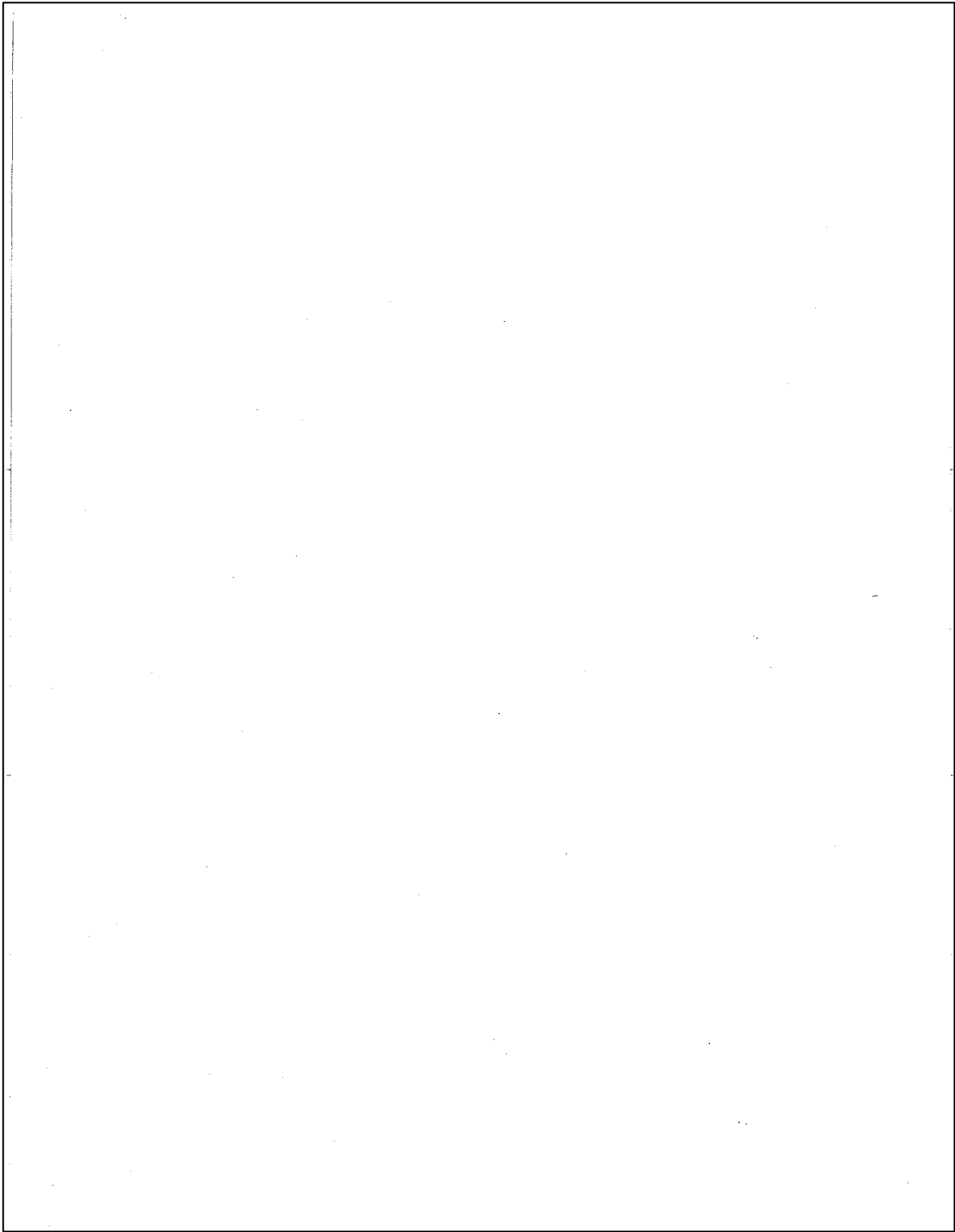
Community Leadership

- Former Instructor, Lace Up Afterschool Program.
- Former Member, Board of Directors, Parents for Public Schools.
- Former Member, Board of Directors, Good Samaritan Free Medical Clinic.
- Member, NAACP.
- Former Member, Board of Directors, Columbus-Lowndes County Chamber of Commerce.
- Member, Omega Psi Phi Fraternity, Inc.
- Former State Keeper of Records & Seal, State of Mississippi Organization of Omega Psi Phi Fraternity, Inc.
- Former, Voter Registration Chairperson, State of Mississippi Organization of Omega Psi Phi Fraternity, Inc.
- Former Instructor, First James Creek District Association Ministerial Institute.
- Former Guest Facilitator for Alternative School, Columbus Municipal School District.

Education

Bachelor of Arts | 1989

MOREHOUSE COLLEGE, Atlanta Georgia



Charter School Board Member Questionnaire

(To be completed individually by each proposed board member for the Charter School)

The purposes of this survey are: 1) to supply pertinent information to the application review team; 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development; and 3) to identify any potential conflict of interest you may have as a board member.

Conflict of Interest

The information requested below is being requested to identify any potential conflicts of interest that you may have as a board member. This is in alignment with best practices in non-profit and charter school governance and is also DPS policy for its board members. If the charter school is approved, any conflict of interest that is identified must be addressed by the charter school in alignment with its board conflict of interest policy.

Background/Criminal History Checks

Background checks are an important volunteer management tool for charter schools. The safety of students, employees, and board members is of utmost importance. Moreover, the judicious oversight of the school's finances and operations is among the governing board's main responsibilities. Accordingly, applicant is to submit criminal background checks on all Charter School Board Members.

Contact Information

Name of Charter School	Inspire Charter School
Your Name	Tony A. Montgomery, Sr.
Home Address	
City/State/Zip	

2

Telephone	
Email	
Employer Address	1207 5th Avenue North
Employer/City/State/Zip	Missionary Union Baptist Church, Columbus MS 39701

Are you a Mississippi resident? Yes. No.

Yes.

Are you a United States citizen? (Please provide proof as an attachment to this document.)

Yes. No.

Yes.

Will any of your children attend this public charter school? Yes. No.

If yes, how many?

Yes, in two years.

Will you be able to attend regularly scheduled board meetings? Yes. No.

Yes.

Check your highest education level:

___ High School/GED

___ Associate's Degree Trade/Business School

X BA or BS Degree

___ Master's Degree MD, DO, JD, Ph.D., etc.

Please check each area of expertise you would contribute to the board:

Community Service	Education	Finance	Fundraising	Law
X		X		
Management	Marketing	Parent Involvement	Personnel	Public Relations
X	X	X		X

Board members' resumes should be attached to this questionnaire.

3

Have you ever managed a school? Yes. No.
No.

If yes, provide as an attachment to this document annual student achievement data, disaggregated by subgroup, for every school under your current or prior management.

Conflict of Interest

1. Indicate whether you currently or have previously served on a board of a school district or another Charter School. Yes. No.
No.

If yes please list the board(s) and date(s) of service.

2. Have you been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency, professional association, disciplinary committee, or other professional group? Yes. No.
No.

If yes, please explain.

3. Do you or an immediate family member have a close personal relationship with the School or any individual(s) associated with the School that would make it difficult for you to execute your duties as a board member in an independent manner? Yes. No.
No.

If yes, please describe.

4. Do you or any immediate family members have any contractual agreements with the School? Yes. No. No.

4

If yes, please describe.

5. Have or will you or any member of your immediate family receive funds, gifts, loans, services or any other consideration for any purpose from the School or any other company contracting or providing service to the School? **Yes. No.**

No.

If yes, please describe.

6. Will you or any member of your immediate family be leasing or selling any real estate property to the School? **Yes. No.**

No.

If yes, please explain the arrangement in detail.

7. Have or will you or any immediate family members be guaranteeing or granting any loans or services—at no charge or for charge—to the School or any other company contracting or providing service to the School? **Yes. No.**

No.

If yes, please describe.

6

11. Do you or an immediate family member know any individual(s) or entity(ies) that does or plans in the next year to engage in business or any exchange of services with the School?

Yes. No.

No.

If yes, please describe.

12. Other than your current board position, do you currently serve as an elected or appointed public official? Yes. No.

No.

If yes, please describe.

13. Do you currently serve with any other board, group or corporation that has an interest in the actions you would take as a member of the board? Yes. No.

No.

If yes, please explain.

14. Do you foresee any potential ethical or legal conflicts of interest if you serve on the School Board? Yes. No.

No.

7

If yes, please explain.

15. To the best of your knowledge, are there situations not described in this questionnaire which may give the appearance of a conflict of interest between you or a member of your immediate family, or would make it difficult for you to execute the duties of your office in an independent manner? Yes. No.
No.

If yes, please describe.

School Mission and Program:

1. What is your understanding of the school's mission and guiding beliefs?

It is my understanding that the mission of the school will be to provide an educational option for children to get a high quality education and that it's guiding belief is that the education of children is the primary goal.

2. What is your understanding of the school's proposed educational program?

The school's proposed educational program includes blended learning and will provide an enrichment program in its extended day. The school will include STEAM and or STEM in it curriculum.

3. What do you believe to be the characteristics of a successful school?

I believe that the characteristics of a successful school are well educated and prepared teacher's and administrators, technologically advanced classrooms, college prep and life prep curriculum, and global and liberal arts vision.

Governance:

1. Why do you wish to serve on the board?

I wish to serve on this board to simply better the education of children in our community.

2. What is your understanding of the appropriate role of a public charter school board member?

The role of a public charter school board member is to ensure the quality of the school's educational program, to provide competent stewardship of public funds, and the school's fulfillment of its public obligation and all terms of its charter.

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have 17 years of pastoral experience at the Missionary Union Baptist Church, over 12 years of experience as a commercial real estate appraiser. I have served on various boards throughout the city to include the Columbus Link, Parents for Public Schools and the Good Samaritan Clinic.

4. Provide a forecast of where you see the school after its first year of operation and then again in four years. Please be sure to include high level academic and financial components.

After the first year of operation, I see the school breaking even and poised for growth.

In four years, I see the school growing with a waiting list because of the quality education it will be providing.

9

5. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

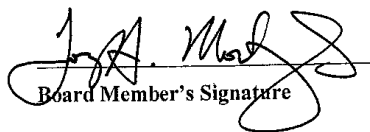
The specific steps that I think the board will need to take are promotion, a children first thought process, proactive support of the staff, teachers and support staff and a great understanding of its role.

6. How would you handle a situation in which you believe one or more members of the school's board was acting unethically or not in the best interests of the school? I would bring my concerns to the board in a board meeting.

Certification

I recognize that all information submitted with this conflict of interest disclosure (with the exception of the background check) becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold the Mississippi Charter School Authorizer Board, its trustees, officers, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations.

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and, if the proposed charter school is approved, agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest. Further, if the proposed charter school is approved, I recognize that falsification or failure to submit a complete annual conflict of disclosure becomes justification for removal.


Board Member's Signature

1/1/2014

Date

Tony A. Montgomery, Sr.

1/1/2014

Board Member's Printed Name

Date

Dr. Stanley K. McCrary

Summary

- *More than 20 years of management experience*
- *Proven ability to lead*
- *Adept at planning, promotions, and forecasting*
- *Hard working, able to multi-task*
- *Outstanding training, leadership, and communications skills*

Professional Experience

Mt Pleasant Baptist Church

Pastor

- * Preach and Teach God's Word

Carrollton, AL

Aug 2002 - Present

Logista

Configuration / Depot

- *Configure Client computer systems to their specifications
- *Repair and restore Client computer systems

Columbus, MS

Jun 2008 – Jul 2012

Chapel Mapping

Group Leader

- * Supervise, manage, and train new Data Collectors
- * Provide customer/client interface

Columbus, MS

Nov 2005 – Mar 2007

Columbus Air Force Base

Telecommunications Specialist

- * Performed highly technical communications and computer activities
- * Provided Quality Assurance evaluations of contracted telephone services

Columbus, MS

Feb 2004 - Feb 2005

Rothe Computer Solutions

Sales Manager

- * Obtained and retained new customers
- * Provided consulting services to ensure optimum customer satisfaction

Columbus, MS

Jun 2001 - Aug 2003

SBC Telecom, Inc.

Manager-OSP/Premise

- * Supervised non-management technicians and contractors who installed customer telephone equipment
- * Responsible for negotiating and approving supplemental agreements/ contracts to existing contracts
- * Provided technical support to Sales Department by coordinating Pre-Sales/ Pre-Installation Surveys

Atlanta, GA

Jan 2000 - May 2001

Ameritech

Manager-Design Engineer

Joliet, IL

Dec 1999 - Dec 2000

- * Designed new telephone systems for residential and business customers
- * Supervised independent contractors ensuring obligations were met
- * Coordinated work contracts with other departments, public utilities, local/state municipalities and federal government agencies

US Navy

Norfolk, VA

Fire Control Technician

Oct 1978 - Oct 1998

- * Supervised, trained, and provided technical assistance and guidance to Weapons Department personnel
- * Coordinated all production control with emphasis on material/manpower quality performance
- * Assembled work schedules to allow for the preventive/corrective maintenance and alignment of mainframe and general-purpose computers

Professional Affiliations

***Licensed A+ Technician**

Columbus, MS

Feb 2010 - Present

Education

San Diego Mesa College

*AS Degree in Computer and Information Science

San Diego, CA

Jun 1990

Master's International School of Divinity

*Doctor of Biblical Studies in Theology

Evansville, IN

Mar 2008

Published Work

The Church: Past, Present, and Future

Oakes Books Publishing

ISBN 978-0-9642649-5-7

Charter School Board Member Questionnaire

(To be completed individually by each proposed board member for the Charter School)

The purposes of this survey are: 1) to supply pertinent information to the application review team; 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development; and 3) to identify any potential conflict of interest you may have as a board member.

Conflict of Interest

The information requested below is being requested to identify any potential conflicts of interest that you may have as a board member. This is in alignment with best practices in non-profit and charter school governance and is also DPS policy for its board members. If the charter school is approved, any conflict of interest that is identified must be addressed by the charter school in alignment with its board conflict of interest policy.

Background/Criminal History Checks

Background checks are an important volunteer management tool for charter schools. The safety of students, employees, and board members is of utmost importance. Moreover, the judicious oversight of the school's finances and operations is among the governing board's main responsibilities. Accordingly, applicant is to submit criminal background checks on all Charter School Board Members.

Contact Information

Name of Charter School	INSPIRE CHARTER SCHOOL		
Your Name	STANLEY K. McCARY		
Home Address			
City/State/Zip			
Telephone			
Email			

INSPIRE STEM & ARTS SCHOLARS ACADEMY

2

Employer Address	NA
Employer/City/State/Zip	NA

Are you a Mississippi resident? ☒ Yes. ☐ No.

Are you a United States citizen? (Please provide proof as an attachment to this document.)

☒ Yes. ☐ No.

Will any of your children attend this public charter school? Yes. ☒ No.

If yes, how many?

Will you be able to attend regularly scheduled board meetings? ☒ Yes. ☐ No.

Check your highest education level:

- ☐ High School/GED
☐ Associate's Degree Trade/Business School
☐ BA or BS Degree
☒ Master's Degree MD, DO, JD, Ph.D., etc.

Please check each area of expertise you would contribute to the board:

Community Service	Education	Finance	Fundraising	Law
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
Management	Marketing	Parent Involvement	Personnel	Public Relations
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>

Board members' resumes should be attached to this questionnaire.

Have you ever managed a school? Yes. ☒ No.

If yes, provide as an attachment to this document annual student achievement data, disaggregated by subgroup, for every school under your current or prior management.

Conflict of Interest

1. Indicate whether you currently or have previously served on a board of a school district or another Charter School. Yes ☒ No.

If yes please list the board(s) and date(s) of service.

2. Have you been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency, professional association, disciplinary committee, or other professional group? Yes ☒ No.

If yes, please explain.

3. Do you or an immediate family member have a close personal relationship with the School or any individual(s) associated with the School that would make it difficult for you to execute your duties as a board member in an independent manner? Yes ☒ No.

If yes, please describe.

4. Do you or any immediate family members have any contractual agreements with the School? Yes ☒ No.

If yes, please describe.

5. Have or will you or any member of your immediate family receive funds, gifts, loans, services or any other consideration for any purpose from the School or any other company contracting or providing service to the School? Yes No

If yes, please describe.

6. Will you or any member of your immediate family be leasing or selling any real estate property to the School? Yes No

If yes, please explain the arrangement in detail.

7. Have or will you or any immediate family members be guaranteeing or granting any loans or services—at no charge or for charge—to the School or any other company contracting or providing service to the School? Yes No

If yes, please describe.

8. Are or will you or any immediate family members be employed at the School (either directly or as an employee of the educational service provider or any other company contracting or providing service to the School)? Yes No

5

If yes, please describe.

9. Are or will you or any immediate family member be serving as an officer, director, trustee, sole proprietor, employee, sales representative, agent, consultant, independent contractor, or advisory board member to the educational service provider or any other company, organization or agency funding projects, goods or service to the School? Yes. No.

If yes, please describe.

10. Do you or an immediate family member own stock or have direct or indirect financial interest in any contract where the financial interest amounts to \$250 or 5% or more of the contract costs to the School, or the financial interest amounts to \$5000.00 or more in any corporation, partnership, association or joint venture involving the School, educational service provider, or any other company or entity contracting with the School? Yes. No.

If yes, please describe.

11. Do you or an immediate family member know any individual(s) or entity(ies) that does or plans in the next year to engage in business or any exchange of services with the School?

Yes. No.

If yes, please describe.

12. Other than your current board position, do you currently serve as an elected or appointed public official? Yes No

If yes, please describe.

13. Do you currently serve with any other board, group or corporation that has an interest in the actions you would take as a member of the board? Yes No

If yes, please explain.

14. Do you foresee any potential ethical or legal conflicts of interest if you serve on the School Board? Yes No

If yes, please explain.

7

15. To the best of your knowledge, are there situations not described in this questionnaire which may give the appearance of a conflict of interest between you or a member of your immediate family, or would make it difficult for you to execute the duties of your office in an independent manner? Yes No.

If yes, please describe.

School Mission and Program:

1. What is your understanding of the school's mission and guiding beliefs?

CREATE A COMMUNITY OF LEARNERS THAT PREPARE
STUDENTS TO EXCEL ACADEMICALLY IN A PERSONAL
LEARNING ENVIRONMENT TO TEACH, SERVE, CARE, AND BECOME.

2. What is your understanding of the school's proposed educational program?

USING THE "STEAM" MODEL TO INCREASE THE
CHILD'S ABILITY TO MASTER SCIENCE, TECHNOLOGY,
ENGINEERING and MATHEMATICS. THE TEACHERS WILL
THE BE ALLOWED TO CREATIVELY IMPLEMENT THIS
PROGRAM.

3. What do you believe to be the characteristics of a successful school?

STUDENTS ACHIEVING THEIR MAXIMUM POTENTIAL
TEACHERS WHO ARE FREE TO CUSTOMIZE THEIR SKILLS
TO THE CLASSROOM.
ACTIVE PARENT PARTICIPATION

Governance:

1. Why do you wish to serve on the board?

TO BE A PART OF SOMETHING SPECIAL. TO ENSURE
INSPIRE CHARTER SCHOOLS SUCCESS

2. What is your understanding of the appropriate role of a public charter school board member?

A CHARTER SCHOOL BOARD MEMBER HAS THE
RESPONSIBILITY OF ENSURING THAT A COMPLEX
HIGHLY FUNDED PUBLIC SCHOOL WITH A UNIQUE EDUCATIONAL
PROGRAM MEETS THE EXPECTATIONS OF HIGH
ACHIEVEMENT FOR STUDENTS-

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

RETIRED MILITARY-DISCIPLINE AND STRUCTURE
FORMER ^{BOARD} MEMBER OF THE COLUMBUS "LINK"
BOARD MEMBER FATHER'S CHILD MINISTRIES
UNITED WAY ALLOCATION BOARD MEMBER

4. Provide a forecast of where you see the school after its first year of operation and then again in four years. Please be sure to include high level academic and financial components.

FIRST FIVE YEARS- K-6 WITH STUDENT SCORING IN
THE SUPERIOR GRADE LEVEL. THIS WILL STIMULATE CORPORATE BUSINESS
FUNDING.

NEXT FOUR YEARS- K-9. SAME ACADEMIC AND FUNDING.

5. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

1. MONITOR THE SCHOOL'S EDUCATIONAL PLAN
ENSURE IT IS BE IMPLEMENTED.
2. MONITOR THE ORGANIZATION PLAN FOR COMPLIANCE
3. MONITOR THE FACILITIES AND THE SCHOOL'S
FINANCIAL STATUS AND TAKE ACTION WHEN NEEDED.

6. How would you handle a situation in which you believe one or more members of the school's board was acting unethically or not in the best interests of the school?

FIRST APPROACH THE MEMBER ONE-ON-ONE. IF THE
BEHAVIOR CONTINUED THEN BRING THEM BEFORE THE BOARD.

Certification

I recognize that all information submitted with this conflict of interest disclosure (with the exception of the background check) becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold the Mississippi Charter School Authorizer Board, its trustees, officers, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations.

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and, if the proposed charter school is approved, agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest. Further, if the proposed charter school is approved, I recognize that falsification or failure to submit a complete annual conflict of disclosure becomes justification for removal.

Dr. Stanley K. McCrary

Board Member's Signature

Jan 28, 2014

Date

Dr. Stanley K. McCrary

Board Member's Printed Name

Jan 28, 2014

Date

Board Member: Christina Chunn

Christina M. Chunn, CHES, CLC

562-425-4322

cmchunn@juno.com

With over 10 years of experience in the field of health education, and experience with community outreach and coalition building, I am seeking to become a member of the board for Inspire Charter School. I envision students, parents, teachers and administrators working together to create an environment where students are enthusiastic about learning!

Education

Bachelor of Health Sciences in Community Health Education
Eastern Washington University, August 2003
Minor: Women's Studies
*GPA 3.98

Professional Certifications

*Certified Health Education Specialist (CHES) #10655	October 2003-present
*Certified Lactation Counselor (CLC)	June 2012-present

Recent Experience

North Mississippi Breastfeeding Coalition	June 2012-present
Board of Directors/Publicist	
Collaborate with parents and professionals from a variety of disciplines to improve the health of Mississippians by promoting and supporting breastfeeding. Design meeting announcements and use social media to promote meetings and mission.	

MS WIC Breastfeeding Program

September 2008-present

Lactation Specialist

Built rapport with local health professionals and raised awareness of services, increasing referrals to breastfeeding program. Plan and teach monthly breastfeeding classes. Assess barriers to breastfeeding. Educate, support and advocate for mothers and families to assist them in reaching their breastfeeding goals. Have created presentations for outreach and education at local colleges. Coordinated breastfeeding training for local health professionals. Maintain detailed records of client contacts.

Christina Chunn 2

La Leche League International

July 2008-present

La Leche League Leader

Lead monthly mother-to-mother support group meetings, as well as answer breastfeeding questions by phone. Worked in conjunction with other Leaders to successfully apply for a grant from the World Breastfeeding Week Celebrations Grant Committee in 2009. Led planning committee for "Best Practices in Breastfeeding," a lunch and learn for local health professionals, in August 2009.

American Academy of Husband-Coached Childbirth

June 2005-September 2009

Independent Bradley Method® Childbirth Instructor

Educated expectant couples on a variety of relaxation techniques, breastfeeding, nutrition, and positive communications with the birth team. Delivered thank you notes and baked goods to hospital staff and doctors in order to build rapport and gain support for couples desiring natural childbirth.

Eastern Washington University Health, Wellness,

And Prevention Services , Cheney, WA

October 2002-May 2003

Program Advisor, Creating A Rape-free Environment (C.A.R.E.) peer education program Internship

Coordinated student volunteer group. Communicated concerns of students to faculty and staff. Reviewed the budget monthly and tracked club expenses. Planned an award-winning program for Sexual Assault Awareness Week.

Previous Work Experience

First National Bank, Altus, OK (08/00-11/00)

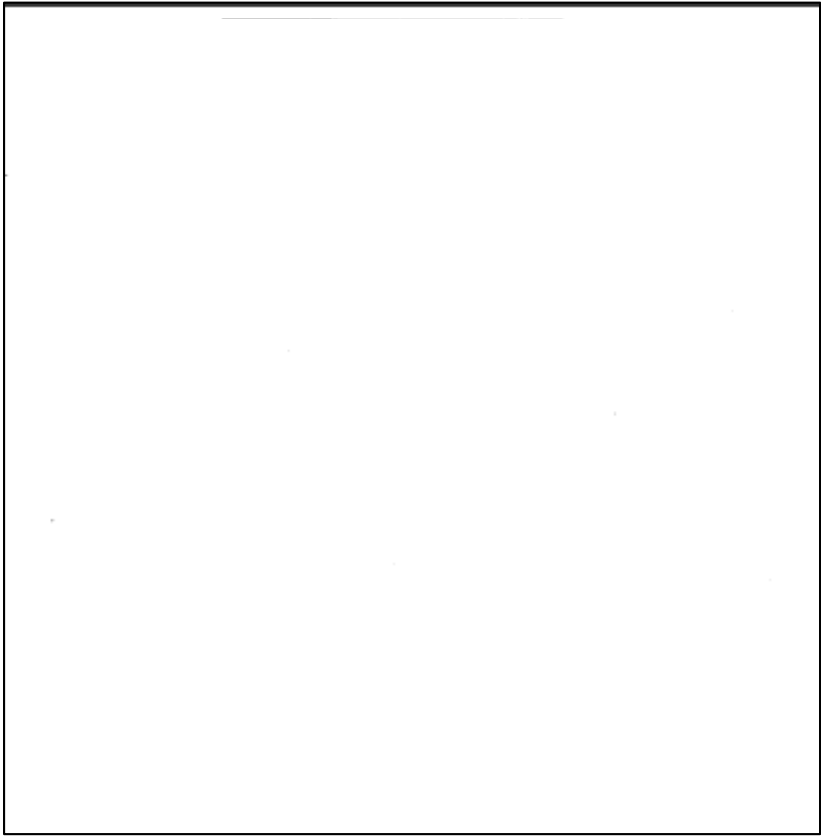
Del Rio National Bank, Del Rio, TX (02/00-07/00)

Big Lake Bank, N.A., Del Rio, TX (06/99-02/00)

Park Avenue Bank, Valdosta, GA (11/98-05/99)

First State Bank & Trust, Valdosta, GA (09/98-11-98)

Teller Supervisor, Barnett Bank, N.A., Gainesville, FL (08/94-07/98)



Charter School Board Member Questionnaire

(To be completed individually by each proposed board member for the Charter School)

The purposes of this survey are: 1) to supply pertinent information to the application review team; 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development; and 3) to identify any potential conflict of interest you may have as a board member.

Conflict of Interest

The information requested below is being requested to identify any potential conflicts of interest that you may have as a board member. This is in alignment with best practices in non-profit and charter school governance and is also DPS policy for its board members. If the charter school is approved, any conflict of interest that is identified must be addressed by the charter school in alignment with its board conflict of interest policy.

Background/Criminal History Checks

Background checks are an important volunteer management tool for charter schools. The safety of students, employees, and board members is of utmost importance. Moreover, the judicious oversight of the school's finances and operations is among the governing board's main responsibilities. Accordingly, applicant is to submit criminal background checks on all Charter School Board Members.

Contact Information

Name of Charter School	Inspire
Your Name	Christina M. Chunn
Home Address	
City/State/Zip	
Telephone	
Email	

2

Employer Address	MS State Dept of Health, 801 N. Lehnberg Rd
Employer/City/State/Zip	Columbus, MS 39702

Are you a Mississippi resident? ☒ Yes ☐ No.

Are you a United States citizen? (Please provide proof as an attachment to this document.)

☒ Yes ☐ No.

Will any of your children attend this public charter school? ☒ Yes ☐ No.

If yes, how many? 2

Will you be able to attend regularly scheduled board meetings? ☒ Yes ☐ No.

Check your highest education level:

☐ High School/GED

☐ Associate's Degree Trade/Business School

☒ BA or BS Degree

☐ Master's Degree MD, DO, JD, Ph.D., etc.

Please check each area of expertise you would contribute to the board:

Community Service	Education	Finance	Fundraising	Law
<input checked="" type="checkbox"/>				
Management	Marketing	Parent Involvement	Personnel	Public Relations
		<input checked="" type="checkbox"/>		

Board members' resumes should be attached to this questionnaire.

Have you ever managed a school? Yes ☒ No ☐

If yes, provide as an attachment to this document annual student achievement data, disaggregated by subgroup, for every school under your current or prior management.

Conflict of Interest

1. Indicate whether you currently or have previously served on a board of a school district or another Charter School. Yes ☒ No

If yes please list the board(s) and date(s) of service.

2. Have you been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency, professional association, disciplinary committee, or other professional group? Yes ☒ No

If yes, please explain.

3. Do you or an immediate family member have a close personal relationship with the School or any individual(s) associated with the School that would make it difficult for you to execute your duties as a board member in an independent manner? Yes ☒ No

If yes, please describe.

4. Do you or any immediate family members have any contractual agreements with the School? Yes ☒ No

If yes, please describe.

4

5. Have or will you or any member of your immediate family receive funds, gifts, loans, services or any other consideration for any purpose from the School or any other company contracting or providing service to the School? Yes. ☒ No

If yes, please describe.

6. Will you or any member of your immediate family be leasing or selling any real estate property to the School? Yes. ☒ No

If yes, please explain the arrangement in detail.

7. Have or will you or any immediate family members be guaranteeing or granting any loans or services—at no charge or for charge—to the School or any other company contracting or providing service to the School? Yes. ☒ No

If yes, please describe.

8. Are or will you or any immediate family members be employed at the School (either directly or as an employee of the educational service provider or any other company contracting or providing service to the School? Yes. ☒ No

5

If yes, please describe.

9. Are or will you or any immediate family member be serving as an officer, director, trustee, sole proprietor, employee, sales representative, agent, consultant, independent contractor, or advisory board member to the educational service provider or any other company, organization or agency funding projects, goods or service to the School? Yes. No

If yes, please describe.

10. Do you or an immediate family member own stock or have direct or indirect financial interest in any contract where the financial interest amounts to \$250 or 5% or more of the contract costs to the School, or the financial interest amounts to \$5000.00 or more in any corporation, partnership, association or joint venture involving the School, educational service provider, or any other company or entity contracting with the School? Yes. No

If yes, please describe.

11. Do you or an immediate family member know any individual(s) or entity(ies) that does or plans in the next year to engage in business or any exchange of services with the School?
Yes. No

6

If yes, please describe.

12. Other than your current board position, do you currently serve as an elected or appointed public official? Yes. ☒ No.

If yes, please describe.

13. Do you currently serve with any other board, group or corporation that has an interest in the actions you would take as a member of the board? ☒ Yes. ☐ No.

If yes, please explain.

Publicist and Board Member for the North Mississippi Breastfeeding Coalition

14. Do you foresee any potential ethical or legal conflicts of interest if you serve on the School Board? Yes. ☒ No.

If yes, please explain.

7

15. To the best of your knowledge, are there situations not described in this questionnaire which may give the appearance of a conflict of interest between you or a member of your immediate family, or would make it difficult for you to execute the duties of your office in an independent manner? Yes. No.

If yes, please describe.

School Mission and Program:

1. What is your understanding of the school's mission and guiding beliefs?

To provide excellent educational opportunities to students regardless of socioeconomic background.

2. What is your understanding of the school's proposed educational program?

I am fairly new to the idea of a Charter school, having just learned of Inspire a few months ago. So, I am still learning about it. I was intrigued and excited by the idea, though, of teachers having more freedom to try innovative programs to better meet student needs.

3. What do you believe to be the characteristics of a successful school?

Communication, communication, communication. From communication between students, teachers and parents outlining clear goals and expectations to even seemingly mundane things - communicating meetings and school activities in a timely manner so that busy working families can make plans to be involved. I think clear communications and involvement in decision making gives all parties involved a sense of ownership.

Governance:

1. Why do you wish to serve on the board?

I grew up low income. My father went to prison when I was 16. I could have easily fallen through the cracks. But I went to great public schools and had adults in my life that I felt really cared about me. I want to believe that public schools can work - for my children and all children.

2. What is your understanding of the appropriate role of a public charter school board member?

As I understand it, my role would be to provide suggestions and assist in making decisions for the operation of the school.

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I am currently serving on the Board of Directors for the North Mississippi Breastfeeding Coalition working on the early stages of writing our by-laws. As a WIC lactation Specialist, I have invested a good amount of time doing outreach in the local community.

4. Provide a forecast of where you see the school after its first year of operation and then again in four years. Please be sure to include high level academic and financial components.

After the 1st year of operation, I see the school working within their budget and seeking innovative ways to save money on costs. In four years, I see the school having added grades while students consistently achieve and exceed state academic standards.

9

5. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Ensure open communications with parents, teachers and parents, making sure board meetings are well advertised. Invite regular updates of what is working and what is not.

6. How would you handle a situation in which you believe one or more members of the school's board was acting unethically or not in the best interests of the school? *I would present my concerns to the board and request a hearing to gather all the facts.*

Certification

I recognize that all information submitted with this conflict of interest disclosure (with the exception of the background check) becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold the Mississippi Charter School Authorizer Board, its trustees, officers, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations.

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and, if the proposed charter school is approved, agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest. Further, if the proposed charter school is approved, I recognize that falsification or failure to submit a complete annual conflict of disclosure becomes justification for removal.

Christina M. Chunn *03-06-14*
Board Member's Signature Date

Christina M. Chunn *03-06-14*
Board Member's Printed Name Date

Board Member: Luberta Taylor

Resume – Ms. Luberta Taylor

Colleges and Universities attended	<ul style="list-style-type: none"> Mississippi University For Women, B.S. in Mathematics, 1972-1975
Employment History	<ul style="list-style-type: none"> Generation Ready, Mathematics Consultant, Presently Retired Teacher, 2008-present McKellar Vocational Student Services Coordinator, 2007-2008 Columbus High School, Mathematics Teacher, 2001-2008 State Tech Prep Trainer, summer 2003-2009 Lee Middle School, Mathematics Teacher, 1995 – 2001 Hunt Middle/Junior High, 1981 – 1995 Moor High School, 1976 – 1977
Staff Development Leadership Activities	<ul style="list-style-type: none"> ACT Prep Workshops (Fall 2009) TI-84 Calculator Workshops Math-in-CTE Workshops (2008-2009) Don't Let Them Slip Through the Cracks(Ed Summit-2006) Rigor and Relevance(Jackson Public Schools-2006) Rigor and Relevance (McKellar-2006/2007) Spice It Up Workshop-Center For Creative Learning Real World Math-Lowndes County School System Hands on Math-Tech Prep Ed Summit-Spice It Up Through the Cracks-Tech Prep Tech Prep Summer Training for new teachers(2005) Using Excel In the Secondary Math Classroom Tech Prep Summer Training for new teachers (Grenada, MS) Tech Prep Summer Training for new teachers (Tupelo, MS) Making It Real Workshop (using manipulative in the classroom) Using the Wireless Laptop Computer in the Math Classroom Workshop
Professional Associations	<ul style="list-style-type: none"> National Education Association Mississippi Association of Educators Mississippi Council of Teachers of Mathematics
Awards and Recognition	<ul style="list-style-type: none"> 2013 Unsung Hero Award(Dream 365) One of six Mathematics teachers across the United States selected to participate in a mathematics documentary in March 2007. Mississippi Master Teacher Hall of Fame(2006) Columbus Municipal School District Teacher of the Year(2006) Columbus High School Teacher of the Year(2006) Columbus-Lowndes Link Secondary Teacher of the Year(2004) Columbus High School Teacher of the Year (2004) EMCC Tech Prep Award of Excellence Tech Prep Trainer for the state of Mississippi Sigma Xi: The Scientific Research Society: Mathematics Teacher Award Teacher of the Year: Hunt Jr. High School (1991-1992) Teacher of the Year: Hunt Jr. High School (1992-1993)



Bio for Luberta Taylor

Luberta Taylor is a retired educator from Columbus, Mississippi. She was a mathematics teacher and Student Services Coordinator at Columbus High School and McKellar Vocational Center in Columbus, Mississippi. She is also a former Tech Prep Mathematics trainer. She has been taught for twenty-eight years. She has received many honors, among them are, Teacher of the Year for her district and school, inducted into the Mississippi Master Teacher Hall of Fame, Columbus/Lowndes Link Educator of the Year, and one of six mathematics teachers chosen nationally to participate in a mathematics documentary.

Luberta currently works as a mathematics consultant at Generation Ready Education Group. She is also a local storyteller. Retirement was not the end of educating children for Luberta, she spends time tutoring students in mathematics whenever she is needed.

She is a member of Missionary Union Baptist Church. She has served as Youth Leader, Sunday School Teacher and Women's Bible Class Teacher. She currently serves as coordinator for Children's Church Story Hour.

She lives in Columbus with her husband of 38 years, Bernard Taylor. They have three daughters that also work in education. She spends her spare time spoiling their five grandchildren.

Charter School Board Member Questionnaire

(To be completed individually by each proposed board member for the Charter School)

The purposes of this survey are: 1) to supply pertinent information to the application review team; 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development; and 3) to identify any potential conflict of interest you may have as a board member.

Conflict of Interest

The information requested below is being requested to identify any potential conflicts of interest that you may have as a board member. This is in alignment with best practices in non-profit and charter school governance and is also DPs policy for its board members. If the charter school is approved, any conflict of interest that is identified must be addressed by the charter school in alignment with its board conflict of interest policy.

Background/Criminal History Checks

Background checks are an important volunteer management tool for charter schools. The safety of students, employees, and board members is of utmost importance. Moreover, the judicious oversight of the school's finances and operations is among the governing board's main responsibilities. Accordingly, applicant is to submit criminal background checks on all Charter School Board Members.

Contact Information

Name of Charter School	Inspire Charter School
Your Name	Luberta Taylor
Home Address	
City/State/Zip	

2

Telephone	
Email	
Employer Address	
Employer/City/State/Zip	

Are you a Mississippi resident? Yes

Are you a United States citizen? (Please provide proof as an attachment to this document.)

Yes

Will any of your children attend this public charter school? Yes

If yes, how many?

Will you be able to attend regularly scheduled board meetings? Yes

Check your highest education level:

High School/GED

Associate's Degree Trade/Business School

BA or BS Degree X

Master's Degree MD, DO, JD, Ph.D., etc.

Please check each area of expertise you would contribute to the board:

Community Service	Education X	Finance	Fundraising	Law
Management	Marketing	Parent Involvement	Personnel	Public Relations

Board members' resumes should be attached to this questionnaire.

Have you ever managed a school? No.

If yes, provide as an attachment to this document annual student achievement data, disaggregated by subgroup, for every school under your current or prior management.

Conflict of Interest

1. Indicate whether you currently or have previously served on a board of a school district or another Charter School. No.

If yes please list the board(s) and date(s) of service.

2. Have you been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency, professional association, disciplinary committee, or other professional group? No.

If yes, please explain.

3. Do you or an immediate family member have a close personal relationship with the School or any individual(s) associated with the School that would make it difficult for you to execute your duties as a board member in an independent manner? No.

If yes, please describe.

4. Do you or any immediate family members have any contractual agreements with the School? No.

5

8. Are or will you or any immediate family members be employed at the School (either directly or as an employee of the educational service provider or any other company contracting or providing service to the School? No.

If yes, please describe.

9. Are or will you or any immediate family member be serving as an officer, director, trustee, sole proprietor, employee, sales representative, agent, consultant, independent contractor, or advisory board member to the educational service provider or any other company, organization or agency funding projects, goods or service to the School? No.

If yes, please describe.

10. Do you or an immediate family member own stock or have direct or indirect financial interest in any contract where the financial interest amounts to \$250 or 5% or more of the contract costs to the School, or the financial interest amounts to \$5000.00 or more in any corporation, partnership, association or joint venture involving the School, educational service provider, or any other company or entity contracting with the School? No.

If yes, please describe.

If yes, please describe.

5. Have or will you or any member of your immediate family receive funds, gifts, loans, services or any other consideration for any purpose from the School or any other company contracting or providing service to the School? No.

If yes, please describe.

6. Will you or any member of your immediate family be leasing or selling any real estate property to the School? No.

If yes, please explain the arrangement in detail.

7. Have or will you or any immediate family members be guaranteeing or granting any loans or services- at no charge or for charge- to the School or any other company contracting or providing service to the School? No.

If yes, please describe.

6

11. Do you or an immediate family member know any individual(s) or entity(ies) that does or plans in the next year to engage in business or any exchange of services with the School?

No.

If yes, please describe.

12. Other than your current board position, do you currently serve as an elected or appointed public official? No.

If yes, please describe.

13. Do you currently serve with any other board, group or corporation that has an interest in the actions you would take as a member of the board? No.

If yes, please explain.

14. Do you foresee any potential ethical or legal conflicts of interest if you serve on the School Board? No.

If yes, please explain.

15. To the best of your knowledge, are there situations not described in this questionnaire which may give the appearance of a conflict of interest between you or a member of your immediate family, or would make it difficult for you to execute the duties of your office in an independent manner? **No.**

If yes, please describe.

School Mission and Program:

1. What is your understanding of the school's mission and guiding beliefs?

My understanding of the school's mission is that the school will provide a learning environment where the primary focus is the student. This learning environment will provide an education that addresses the academic needs and the needs of the whole child.

2. What is your understanding of the school's proposed educational program?

The school's educational program will follow the state curriculum as well as enhance the educational program with resources from the community and local universities.

3. What do you believe to be the characteristics of a successful school?

I believe the characteristics of a successful school are:

a. A Vision for the school

Governance:

1. Why do you wish to serve on the board?

I want to serve on the board because I want to be a part of an institution that will make a difference in the lives of children. I believe that children are number one. I want to be part of a board that safeguards this.

2. What is your understanding of the appropriate role of a public charter school board member?

My understanding of the role of a public charter school board member is to advocate for students, set policy, monitor progress and finances, and be an advocate for charter school education.

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have never served on a school board or any board, but I believe that my experience as an educator qualifies me to serve on this board. I am a retired public school teacher. I continue to work in education as a mathematics consultant. As a consultant I am abreast of current trends in education, current education laws, and current educational programs.

4. Provide a forecast of where you see the school after its first year of operation and then again in four years. Please be sure to include high level academic and financial components.

I can see Inspire Charter School at the end of the first year as making a difference in the academic progress of the students that attend. I forecast test scores on state progress monitoring will be competitive with scores across the state. In four years I forecast the scores will be at the top of the state scores. Financially the first year I forecast the school will break even, but in four years the school will show a sustainable gain due to increased enrollment, grants, and donations.

5. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

To ensure success the board needs:

- a. Hire a competent staff
- b. Follow all the guidelines of a public charter school
- c. Monitor the progress of the school
- d. Monitor the finances of the school
- e. Monitor the physical facilities of the school

6. How would you handle a situation in which you believe one or more members of the school's board was acting unethically or not in the best interests of the school?

If I believed that one or more of the board members were acting unethically I would request a meeting to discuss the behavior. I would suggest that we revise the purpose of the board. If the actions of the board member(s) are counterproductive to the school I would ask them to consider leaving the board.

Certification

I recognize that all information submitted with this conflict of interest disclosure (with the exception of the background check) becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold the Mississippi Charter School Authorizer Board, its trustees, officers, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations.

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and, if the proposed charter school is approved, agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest.

Further, if the proposed charterschool is approved, I recognize that falsification or failure to submit a complete annual conflict of disclosure becomes justification for removal.

Board Member's Signature *Luberta Taylor* Date *3/13/14*

Board Member's Printed Name *Luberta Taylor* Date *3/13/14*

ATTACHMENT W

| "STEM & ARTS Scholars Academy, "Where Dreams Soar" |

"Be the Change You Wish to See in the World." – Gandhi

ARTICLES OF INCORPORATION

INSPIRE CHARTER SCHOOL – NON-PROFIT ORGANIZATION (LEA)

ARTICLES OF INCORPORATION NON-PROFIT

The undersigned person, pursuant to Section 79-11-137 of the Mississippi Code of 1972 hereby executes the following document and sets forth:

1. The name of the corporation is “**INSPIRE CHARTER SCHOOL**”
2. The period of duration is perpetual.
3. The physical address of its initial registered office is 1820 23rd Street North Columbus, Mississippi, 39701 and the name of its initial registered agent at such address is Tony Montgomery. The mailing address is 1820 23rd Street North, Columbus, MS 39701.
4. The name and complete address of the incorporator is as follows:

Tony Montgomery
114 Hunnington Dr
Columbus, MS 39705

The incorporator is an adult resident citizen of the State of Mississippi.

5. This corporation is a charitable nonprofit organization within the meaning of Section 79-11-101, et seq. Code of Mississippi of 1972.
6. The purposes for which this corporation is organized are exclusively, scientific, literary, and educational within the meaning of Section 501 (C) (3) of the Internal Revenue Code of 1986 or the corresponding provisions of any future Internal Revenue Service laws.
7. The purpose of this corporation is to provide a formal education for compulsory school aged children and improve the quality of life for people residing in Columbus, Mississippi and the surrounding areas.

The INSPIRE Charter School’s Mission is “to provide a high quality education that puts students first and prepares them to become **COLLEGE READY SCHOLARS** and life-long learners.”

8. In the event of the dissolution, the residual assets of the organization will be turned over to one or more organizations which themselves are exempt as organizations described in Section 501 (C) (3) of the Internal Revenue code of 1986 or corresponding sections of any prior or future Internal Revenue code, or to the federal, State or local government for exclusive public purposes.
9. No substantial part of the activities of this corporation shall consist of the carrying on of propaganda or otherwise attempting to influence legislation, nor shall this corporation participate in or intervene in (including the publishing or distributing of statements) any political campaign on behalf of (or in opposition to) any candidate for public office.

In witness whereof, we, the undersigned, being the person named above as the first directors, have executed these Articles of Incorporation the _____ day of _____ 2014.

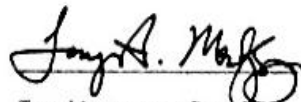
Tony Montgomery, President

INSPIRE CHARTER SCHOOL – NON-PROFIT ORGANIZATION (LEA)**ARTICLES OF INCORPORATION**

Signature Page

8. In the event of the dissolution, the residual assets of the organization will be turned over to one or more organizations which themselves are exempt as organizations described in Section 501 (C) (3) of the Internal Revenue code of 1986 or corresponding sections of any prior or future Internal Revenue code, or to the federal, State or local government for exclusive public purposes.
9. No substantial part of the activities of this corporation shall consist of the carrying on of propaganda or otherwise attempting to influence legislation, nor shall this corporation participate in or intervene in (including the publishing or distributing of statements) any political campaign on behalf of (or in opposition to) any candidate for public office.

In witness whereof, we, the undersigned, being the person named above as the first directors, have executed these Articles of Incorporation the 2nd day of March 2014


Tony Montgomery, President

INSPIRE CHARTER SCHOOL DISTRICT BYLAWS

ICS

Inspire Charter School

Columbus, Mississippi

Bylaws

The contents in this section are to be considered "Private Data" and are intended for the exclusive use of the Inspire Charter School, Inc. No other charter school or organization may use this information without prior written consent of the Executive Committee of the Inspire Charter School by writing 1820 23rd Street North, Columbus, Mississippi 39701.

ARTICLE I Name and Incorporation

Section 1. Name. The name of the corporation is Inspire Charter School, Inc. It is hereafter referred to as “the corporation.”

Section 2. The Location. The principal location of Inspire Charter school facility shall be 1820 23rd Street North, Columbus, MS 39701.

Section 3 Purposes. The Corporation is a non-profit corporation organized under the State of Mississippi and its purposes are exclusively, scientific, literary, and educational with the meaning of Section 501 (C) (3) of the Internal Revenue Code of 1986 or the corresponding provisions of any future Internal Revenue Service laws. More specifically, the purposes for which the Corporation is organized are:

- *To provide formal education for compulsory school aged children and improve the quality of life for people residing in Columbus, MS and the surrounding areas.*

Section 4. Statute and Code. The Corporation shall operate in accordance with the Mississippi Charter School Act of 2013. H.B. No. 369; 13/HR4/R594SG.

Section 5. Non-discrimination. The Corporation shall not discriminate on the basis of race, religion, national origin, gender or age in either hiring or other employment practices of the school or in its admission policies for students. Further, the Corporation shall be open to all students in its authorized geographic area on a space available basis and shall not discriminate in its admissions policies or practices. The Corporation shall conduct all of its activities in accordance with all applicable local, state, and federal anti-discrimination laws, as well as in accordance with all the other laws, and regulations applicable to the operation of charter public schools in the State of Mississippi.

ARTICLE II Members

Section 1. Non-membership Corporation. The Corporation shall have no members. The Trustees shall have all powers and duties for the conduct of the activities of the Corporation.

ARTICLE III Board of Trustees

Section 1. Number. The board of Trustees shall consist of not less than five and not more than eleven persons. The Director of the charter school shall be a non-voting member of the board of Trustees.

Section 2. Qualifications. The board of Trustees shall be comprised of persons who demonstrate:

- Commitment to the vision, mission, values and ethical responsibilities and to the communities and children we serve; demonstrate a willingness to devote the time necessary to board work, including board education;
- A capacity to exercise leadership, teamwork/consensus building, systems thinking, sound judgment on difficult and complex matters that come before a governing.

- Personal integrity and objectivity, including no conflicts of interest that would prevent a trustee from discharging her or her responsibilities.
- No self-serving personal agenda or other obligations that could conflict with board responsibilities.

Section 3. Term. Trustees shall be elected for three-year terms. Terms shall be staggered so that no more than 1/3 of the Board shall be up for election in any year, unless a vacancy (ies) needs to be filled.

Section 4. Powers. The Board of Trustees shall have all powers and authority, as designated by the Charter, for the management of the business, property, and affairs of the Corporation, to do such lawful acts as it deems proper and appropriate to promote the objectives and purposes of the Corporation. The Board of Trustees may, by general resolution, delegate to committees of its own number or to offices of the Corporations such powers as it may see fit for specified period of time.

Section 5. Election. The names of the initial Trustees are set forth in the Certificate of the Incorporation. All successor Trustees shall be elected by the eligible members of the Board at an election held each year at the annual meeting. Newly elected trustees shall assume the office at the first Board of Trustees meeting following their election.

Section 6. Term Limits. Trustee membership shall be limited to 2 consecutive three-year terms. Previous Trustees shall be re-eligible for membership after a lapse of 1 year.

Section 7. Resignation and Removal. A Trustee may resign by submitting his or her resignation in writing to the President of the Board of Trustees. A Trustee may be removed for cause at a meeting of Trustees by an affirmative vote of two-thirds of the remaining Board of Trustees. Trustees being considered for removal shall receive at least two weeks' notice of such proposed action and shall have an opportunity to address the Board regarding such action prior to any vote on such removal.

Section 9. Annual Meeting. An annual meeting of the Board of Trustees for the election of Trustees and Officers and such other business as may come before the meeting shall be held in July of each year. Written notice shall be given not less than 7 days nor more than 14 days of time, place, and purpose of the meeting. The meeting shall be held at the principal location of the Corporation or such other place, as shall be specified in the meeting notice. The notice shall comply with the Public School Districts.

Section 10. Regular Meetings. In addition to the Annual Meeting, the Regular meetings of the Board of Trustees shall be held once a month from August through May and at such other times as the Board may determine. Timely public notice of all such regular meetings shall be provided as specified in the Charter.

Section 11. Special Meetings. Special meetings of the Board of Trustees for any purposes or purposes may be called at any time by the President or by petition signed by a majority of the full Board of Trustees.

Section 12. Open Public Meetings Act. All meetings of the Board of Trustees shall be held in accordance with the Open Public Meetings Act. Adequate notice of all meetings subject to the Act shall be visibly posted in accordance with the Open Public Meetings Act.

Section 13. Quorum. A majority of the full number of Trustees shall constitute a quorum of the Board of the transaction of business. When a quorum is present, a majority of the Trustees present may take any action on behalf of the Board, except to the extent that a larger number is required by law, by the Charter, or by these By-laws. Every act of a majority of the Trustees present at a meeting duly held at which quorum is present shall be regarded as the act of the Board of Trustees.

Section 14. Vacancies. A vacancy on the Board of Trustees, including a vacancy caused by an increase in the number of trustees, may be temporarily filled by a majority vote of the remaining Trustees to elect a person(s) to fill the vacancy (ies) until the next annual meeting of Trustees, at which time trustees so elected must be re-elected as specified in the Bylaws or step down from the Board as soon as his or her successor is duly elected and qualified.

Section 15. Compensation. Trustees receive no payment for their services. With board approval, trustees may be reimbursed for out-of-pocket expenses incurred on approved board business. Trustees must present receipts for all such expenses, which shall be for the trustee only, and shall be itemized and documented. Such expenses must be approved by a motion of the board at the meeting immediately following the expenditure(s). Each year, at the annual meeting, the Board of Trustees shall set a schedule of allowable charges for meal, lodging, mileage expended on board business. Reimbursements shall not exceed these limitations.

Section 16. Meeting Attendance. Trustees are expected to attend all Board meetings. In the event that a trustee has two consecutive absences within a school year, said trustee may be removed from the Board. It shall be the duty of the Secretary of the Board to communicate with any trustee after such trustee's two unexcused, consecutive absence to ascertain the trustee's interest in retaining Board membership. Failure to provide an adequate response may qualify as sufficient cause for removal from the Board of Trustees.

ARTICLE IV Committees

Section 1. Establishment. The Board of Trustees may appoint such standing committees and/or ad hoc committees as it thinks necessary for the effective governing of the school.

Section 2. Standing Committees. Each standing committee shall have a charge specific to its permitted activities and such charges shall be incorporated into the charter school policy manual. The function of any committee so established shall be fact-finding, deliberative, and advisory to the Board of Trustees. Committees shall not have authority to take legislative or administrative actions, nor to adopt policies for the school. Standing committees shall be made up on no more than two less than a quorum of the Board of Trustees. The presidential shall be an ex officio member of each committee. The chief educational director of the charter school shall be an ex officio member of each committee, except where his/her evaluation, tenure, or salaries are to be deliberated. Standing committees shall be:

- **Grievance Committee:** In accordance with the charter, the Board of Trustees shall establish a Grievance Committee comprised of both parents and teachers to make non-binding recommendations to the Board of Trustees concerning the disposition of complaints. The Grievance Committee shall have four members who will serve one year terms, with one member designated as chairperson by Inspire Charter School By-Law Committee. Committee members shall be appointed each year at the first Board of Trustees meeting following the annual meeting. Grievance Committee members may serve no more than two consecutive terms on the committee.

Section 3. Ad Hoc Committees. Each ad hoc committee shall have a charge specific to its permitted activities and that charge shall include the date on which the committee is to present its final report to the Board of Trustees and be dissolved. Members of ad hoc committees shall be drawn from those parents and staff of the school community who indicate interest in serving on the ad hoc committee and from such others as may be deemed appropriate by the Board of Trustees. Ad hoc committees shall be made up of no less than five and no more than 10 members. Trustees shall not be eligible to serve on ad hoc committees, since they have authority and responsibility to review the committee's recommendations and adopt them or not.

ARTICLE V Officers

Section 1. Titles. The Officers of the Corporation are a President, Vice-President, a Secretary, and a Treasurer. The Board of Trustees may create such other officer positions as it thinks necessary. Each officer position shall have its duties and responsibilities specified and included in these By-laws. No officer may hold more than one position at the same time.

Section 2. Election. The Officers shall be elected from among the Board of Trustees at each annual meeting of the Trustees and shall serve for one year and until their successors are elected and qualified.

Section 3. Terms. The president may serve no more than three consecutive one-year terms. Trustees elected to the other officer positions may serve no more than five consecutive one-year terms. Former officers, after a break in service of two years, may be elected to another term as an officer.

Section 4. Duties. Officers shall have the duties and responsibilities belonging to their office, including those that follow.

- a) The President shall be the chief executive officer of the Corporation, responsible, along with his/her fellow Trustees, for the oversight of its business and affairs. He/she shall preside at all meetings of the Board. The President shall have full and equal vote as accorded to all trustees. The President may enter into and execute in the name of the Corporation contracts or other instruments that are authorized by the Board of Trustees. The President may delegate, as needed, to any other officer any or all of the duties of the office of President. He/she shall have such other powers and duties as may be prescribed by the Board of Trustees or by these By-laws.
- b) The Vice-President shall have such duties as the President may delegate responsibilities as to him/her. In the absence of the President, the Vice President shall perform all the duties of the President and, when so acting, shall have all the responsibilities of and be subject to all the restrictions as fall upon the President, including presiding at meetings of the Board of Trustees. He/she shall have such other powers and duties as may be prescribed by the Board of Trustees or by these By-laws.
- c) The Secretary shall cause notices of all meetings to be served to all members of the Board of Trustees and the Director and shall keep or cause to be kept the minutes of all meetings of the Board, including the time and place, the names of those present, the actions taken, and the votes on such actions. The Secretary shall present the minutes of the previous meeting at the subsequent meeting to be voted on by the Board and duly noted in the minutes of the instant meeting. The Secretary shall keep the Seal of the Corporation. He/she shall have such other powers and duties as may be prescribed by the Board or by these By-laws.

- d) The Treasurer shall be the chief financial officer of the Corporation and shall have oversight of the Business Administrator as that employee takes responsibility of the financial records, investments, and other evidences of school properties and assets. The Treasurer shall ensure that the Business Administrator keeps regular books of account for the Corporation that set out business transactions of the Corporation, such books to be at all times open to inspection at their place of keeping to any Board of Trustee member. The Treasurer shall be the chair of the Financial Committee, which shall prepare an annual budget, in conjunction with the School Director and the School Business Administrator, for the consideration and approval of the Board of Trustees. The Treasurer shall ensure that the Business Administrator deposit all moneys and other valuables in the name and to the credit of the Corporation with such depositaries as shall be designated by the Board of Trustees. The Treasurer shall provide oversight to the Business Administrator in the investment and reinvestment of funds of the Corporation and the disbursement of funds of the Corporation as may be ordered by the Board of Trustees. The Treasurer shall render to the Board of Trustees and the members of the school community, at the Annual Meeting, statements evidencing the current financial condition of the Corporation. The Treasurer shall ensure that the Business Administrator establishes a system of adequate financial recording showing quarterly income, expenditures, and balance and shall, at the first meeting following the end of each quarter, submit to the Board of Trustees a detailed written financial report in compliance with the State of Mississippi statutes and regulations relating to charter schools. The Treasurer, as chair of the Finance Committee, annually shall recommend an auditing firm to be hired by the Board of Trustees to review the books of the Corporation and provide a report on them to the Board of Trustees.

Section 5. Removal. Any officer of may be removed from office, with cause, by the affirmative vote of two-thirds of the full membership of the Board of Trustees at any regular meeting or special meeting called for that purpose. Any officer proposed to be removed for cause shall be entitled to at least five business days' notice in writing by mail of the meeting of the Board of Trustees at which such removal is to be voted upon and shall be entitled to appear before and be heard by the Board of Trustees at such meeting.

ARTICLE VI Fiscal Year and Check Signing

Section 1. Fiscal Year. The fiscal year of the Corporation shall be July 1st to June 30th.

Section 2. Check Signing. The School Leader and assigned School Business Administrator are authorized and required to sign all checks.

ARTICLE VII Amendments to By-laws

Section 1. Amendments. The Board of Trustees shall have the power to make, amend, or repeal the By-laws of the charter school, either in whole or in part. The By-laws may be amended at any regular meeting of the Board of Trustees or any special meeting called for that purpose. Written notice stating the time and location of the regular meeting or special meeting must be given to all trustees and posted in all places and in newspapers as required by the Open Policy Meetings Act not less than ten (10) days prior to the meeting at which such change(s) shall be proposed and voted upon. Any change shall require the approval by two-thirds (2/3rds) vote of the full membership of the board.

ARTICLE VIII Dissolution

Section 1. Revocation of Charter. If, at any time and for any reason, the Corporation's charter is revoked or the Corporation because insolvent, all assets of the charter school, after satisfaction of all

outstanding claims by creditors, will be distributed equitably in accordance with law and IRS regulations.

Section 2. Voluntary Dissolution. Should the Corporation choose to dissolve for reasons other than the revocation of its charter or financial insolvency, all assets of the charter school, after satisfaction of all outstanding claims by creditors and governmental grantors, will be distributed to one or more organizations which themselves are exempt as organizations described in Section 501 (C) (3) of the Internal Revenue code of 1986 or corresponding section of any prior or future Internal Revenue code, or to the federal, State or local government for exclusive public purposes.

ARTICLE IX Additional Provisions

Section 1. Indemnification of Officers and Trustees. According to the Mississippi Non-Profit Corporations Act, corporations are separate and distinct entities from the members. As such, a member of a nonprofit corporation is not personally liable for the acts, debts, liabilities, or obligations of the corporation. However, the corporate form may be set aside to reach members when the separate personalities of the corporation and of the member no longer exist and adherence to the fiction of separate corporate existence would sanction a fraud or promote injustice. The corporate form will only be set-aside in extraordinary circumstances.

A director is not liable for taking or failing to take action if the director discharges his duties in accordance with his good faith belief that he is acting in the best interests of the corporation. In carrying out a director's duties, a director is entitled to rely, in good faith, on information, opinions, reports or statements, including financial statements and other financial data if prepared by officers, employees, legal counsel, public accountants, or a committee of the board of directors.

The duties of officers are the same as directors.

In general, a corporation may indemnify an individual who conducted himself in good faith, and in good faith believed he acted in the best interest of the corporation. In the case of a criminal proceeding, a corporation may indemnify an individual if he had no reasonable cause to believe his conduct was unlawful. A corporation may not indemnify a director if that director was adjudged liable to the corporation. Unless limited by the articles of incorporation, a corporation must indemnify a director who prevails in the defense of any proceeding to which he was a party.

Section 2. Compensation. No trustee or officer shall receive any fee, salary, or remuneration of any kind for services rendered to the Corporation, except that trustees and officers may be reimbursed for proven expenses incurred in the business of the Corporation and approved by formal vote of the Board of Trustees.

Section 3. Insurance. The Board of Trustees shall provide for the liability and other forms of insurance considered to be necessary and prudent as protection against possible claims.

Section 4. Audit. At the close of each fiscal year, the accounts of the Corporation shall be audited by an independent auditor, who is either a Certified Public Accountant or a Registered Municipal Accountant, and who has expertise in accounting of tax-exempt organizations generally. The auditor shall be hired for this purpose by a majority vote of the members of the Board of Trustees present at the regular public meeting at which the motion to hire the auditor is being considered. The audit shall be done in compliance with the State of Mississippi statutes governing Charter Schools and with all applicable state and federal laws controlling non-profit tax-exempt corporations. Copies of

the audit shall be provided to agencies in accordance with the State of Mississippi statutes governing Charter Schools.

These By-laws were adopted by the Board of Trustees at its meeting held on March 12, 2014 by a vote of Board of Trustees.

injustice. The corporate form will only be set-aside in extraordinary circumstances.

A director is not liable for taking or failing to take action if the director discharges his duties in accordance with his good faith belief that he is acting in the best interests of the corporation. In carrying out a director's duties, a director is entitled to rely, in good faith, on information, opinions, reports or statements, including financial statements and other financial data if prepared by officers, employees, legal counsel, public accountants, or a committee of the board of directors.

The duties of officers are the same as directors.

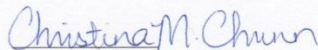
In general, a corporation may indemnify an individual who conducted himself in good faith, and in good faith believed he acted in the best interest of the corporation. In the case of a criminal proceeding, a corporation may indemnify an individual if he had no reasonable cause to believe his conduct was unlawful. A corporation may not indemnify a director if that director was adjudged liable to the corporation. Unless limited by the articles of incorporation, a corporation must indemnify a director who prevails in the defense of any proceeding to which he was a party.

Section 2. Compensation. No trustee or officer shall receive any fee, salary, or remuneration of any kind for services rendered to the Corporation, except that trustees and officers may be reimbursed for proven expenses incurred in the business of the Corporation and approved by formal vote of the Board of Trustees.

Section 3. Insurance. The Board of Trustees shall provide for the liability and other forms of insurance considered to be necessary and prudent as protection against possible claims.

Section 4. Audit. At the close of each fiscal year, the accounts of the Corporation shall be audited by an independent auditor, who is either a Certified Public Accountant or a Registered Municipal Accountant, and who has expertise in accounting of tax-exempt organizations generally. The auditor shall hired for this purpose by a majority vote of the members of the Board of Trustees present at the regular public meeting at which the motion to hire the auditor is being considered. The audit shall be done in compliance with the State of Mississippi statutes governing Charter Schools and with all applicable state and federal laws controlling non-profit tax-exempt corporations. Copies of the audit shall be provided to agencies in accordance with the State of Mississippi statutes governing Charter Schools.

These By-laws were adopted by the Board of Trustees at its meeting held on March 12, 2014 by a vote of Board of Trustees.



Christina Chunn, Board Secretary



Business ID: 1034089
Date Filed: 01/13/2014 08:00 AM
C. Delbert Hosemann, Jr.
Secretary of State

OFFICE OF THE MISSISSIPPI SECRETARY OF STATE
P O BOX 136, JACKSON, MS 39205-0136 (601)359-1633

- | | | |
|--|--|--|
| | | |
| | | |

Name:	Tony Montgomery
Physical address:	1820 23rd Street North
P.O. Box (if one):	
City, State, Zip:	Columbus, MS 39701

"STEM & ARTS Scholars Academy, "Where Dreams Soar"
"Be the Change You Wish to See in the World. " – Gandhi

3331271

Page 2 of 2

DELBERT ROSEMAN
Secretary of State

11 F0001

Articles of Incorporation

OFFICE OF THE MISSISSIPPI SECRETARY OF STATE
P O BOX 1020, JACKSON, MS 39215-1020 (601)359-1633

7. The name and complete address of each incorporator:

Name: Tony Montgomery, Sr.

Street: 114 Hunnington Drive

City, State, Zip: Columbus, MS 39705

Name: Steve Jamison

Street: 83 Dobbs Drive

City, State, Zip: Columbus, MS 39701

Name:

Street:

City, State, Zip:

8. Other provisions:
- ☐
- see attached

9. Incorporators' signatures (please keep writing within blocks):

Steve Jamison

Tony A. Montgomery

Please make the \$50 check for the filing fee payable to the MISSISSIPPI SECRETARY OF STATE. Mail the completed form with payment to SECRETARY OF STATE, PO BOX 136, Jackson, MS 39205-0136. For assistance contact a customer service representative at (601) 359-1633 or visit our website at www.sos.ms.gov for forms and instructions.

INSPIRE CHARTER SCHOOL
IRS FORM 1023: 502 C 3 APPLICATION

[illegible]

[illegible]



"Be the Change You Wish to See in the World." – Gandhi

[illegible]

Form 1023 Checklist

(Revised December 2013)

Application for Recognition of Exemption under Section 501(c)(3) of the Internal Revenue Code

Note: *Fill in a copy of the completed Form 1023 in your permanent records. Refer to the General Instructions for Application for Recognition of Exemption for more information.*

Check each box to verify your application. Form 1023, dated 01/01/2013, contains your filing instructions. If you have not answered all the items below, your application may be returned to you as incomplete.

☐ Assemble the application and materials in this order:

- Form 1023 Checklist
- Form 2848, Power of Attorney and Declaration of Representative (if filing)
- Form 8872, Tax Information Authorization (if filing)
- Rostree request (if requesting)
- Application Form 1023 and Schedules A through H, as required
- Articles of incorporation
- Amendments to articles of incorporation or organizational order
- Bylaws or other rules of operation and amendments
- Current copies of nondiscrimination policy for schools, as required by Schedule D
- Form 5706, Declaration of Exemption by an English-Speaking Nonresident to Make Exemption to Influence Legislation (if filing)
- All other attachments, including applications, financial data, and printed materials or publications. Label each page with name and EIN.

☒ Use the payment placed in envelope in box of checklist. DO NOT STAPLE or otherwise attach your check or money order to your application. Instead, put check # 1 in the envelope.

☐ Employer identification number (EIN): _____

☒ Completed Parts I through VI of the application, including any requested information and any required Schedule A through H.

- You must provide specific details about your past, present, and proposed activities.
- Description of failures to answer questions in the Form 1023 application will prevent us from recognizing your exempt status.
- Give us your purposes and proposed activities in specific nearly unbreakable terms.
- Information about your organization with proposed activities.

☐ Schedules. Select any boxes whose schedules they apply to and check either "yes" or "no" below.

Schedule A	Yes	____	Schedule E	Yes	____
Schedule B	Yes	____	Schedule F	Yes	____
Schedule C	Yes	____	Schedule G	Yes	____
Schedule D	Yes	____	Schedule H	Yes	____

☒ An exact copy of your complete articles of organization (including documents) Absence of the proper purpose and dissolution clauses is the number one reason for delays in the issuance of determination letters.

- Location of Purpose Clause from Part II, line 1 (Page, Article and Paragraph Number): Pg 1, Art 5, Para 2
- Location of Dissolution Clause from Part II, line 2a or 2c (Page, Article and Paragraph Number) to by operation of state law: Pg 2, Art 5, Para 1.

☒ Signature of an officer, director, trustee, or other official who is authorized to sign the application.

- Signature at the top of Form 1023

☒ Your name on the application must be the same as your legal name as it appears in your articles of organization.

Send completed Form 1023, user fee payment, and all other required information, to:

Internal Revenue Service
P.O. Box 160
Covington, KY 41012-0162

If you are using express mail or a delivery service, send Form 1023, user fee payment, and attachments to:

Internal Revenue Service
201 West Riverstreet Blvd.
Apt. Extension 300-312
Covington, KY 41011

ATTACHMENT X

FUNDRAISING PLAN & EVIDENCE

INSPIRE CHARTER SCHOOL FUNDRAISING PLAN

INSPIRE FUNDRAISING PLAN

TARGET FUNDING LEVEL (Year 0) – \$1.3M

While INSPIRE representatives have engaged in several encouraging conversations, the theme has been the same. 1.) INSPIRE must get over the hurdles of formally obtaining its 501C-3 status and become registered as a Charitable organization in the state of Mississippi. 2.) INSPIRE must become an Authorized Charter School to be eligible for Grants that go to Charter schools. All of the following items are planned solicitations that will occur following those two milestones being achieved.

The following is an outline of the Fundraising Plan to be carried out by INSPIRE Charter School.

GRANTS – \$750K Total

There are many private foundations that are strong advocates of Charter Schools and innovation in education. Once approved, INSPIRE will solicit these Foundations, who have flexible funding cycles to ensure that the necessary resources to fund Year 0 activities. INSPIRE will also solicit these Foundations to provide resources to purchase equipment such as computer, Tablets, projectors, screens, whiteboards, supplies etc. to provide educational opportunities to underserved populations. INSPIRE will also apply for governmental grants to aid with delivering High Quality after school programming to raise student achievement and close achievement gaps.

Private Foundations – \$600K Total

Walton Foundation
Gates Foundation

Governmental Grants for After School Programs - #200K

21st Century Small Community Learning Centers

PRIVATE FUNDING - \$50K Total

INSPIRE will solicit private funding from individuals, organizations, civic club, churches and other organizations for the purpose of increasing student achievement in the Columbus School District.

OTHER FUNDING - \$500K Total

Many of the Industry in the Golden Triangle area are strong supporters of education and have resources allocated to support educational innovation. INSPIRE will solicit local industry for Educational Support.

Local Industry - \$250K Total

Toyota Foundation; Paccar; Severstal; Eurocopter

Local Businesses – 250K Total

LOWE's; WALMART; K-MART

No one has been formally contacted as it is not proper to solicit money's prior to being registered as a charitable organization in the state of Mississippi.

ATTACHMENT Y

FINANCIAL POLICIES

INSPIRE CHARTER SCHOOL FINANCIAL POLICIES

FINANCIAL MANAGEMENT POLICIES

Charter school accounting policies and financial reporting adopted by the school should be consistent with a special purpose governmental entity that engages in business type activities. The Board has established the governance structure and the financial management policies as set forth in the school's charter.

Basis of Accounting

The Charter School will maintain its accounting records and related financial reports on the modified cash basis of accounting, with accrual taking place annually.

Accounting Policies

The accounting policies and financial reporting adopted are consistent with state law and generally accepted accounting practices.

Revenues

Under the modified cash basis of accounting, revenues are recognized when received, consistent with generally accepted accounting principles applicable to special purpose governmental units.

Expenditures

Under the modified cash basis of accounting, expenses are recognized when services are paid for.

Cash Management

A. The school maintains cash accounts at banks as appropriate and as approved by the Business Manager and the CFO/Director. At a minimum, the school shall have a checking and savings account.

B. A schedule of aged accounts and grants receivable is prepared monthly and reviewed by the Business Manager for collection. Appropriate collection procedures are initiated, if necessary.

Budgets

A. The Charter School prepares an annual operating budget of revenues and expenses and a cash flow projection. These budgets and projections are reviewed and approved by the Board of

Directors at an open and public meeting and modified, as necessary.

B. Financial statements displaying budget vs. actual results are prepared by the Business Manager and reviewed by the Treasurer and presented to the Board of Directors at each regular board meeting.

Insurance and Bonding

A. The school maintains minimum levels of coverage, as deemed appropriate by the Board of Directors and in compliance with insurance requirements of the State Board of Education and the State of Utah, for the follow policies:

1. General liability
2. Business & personal property (including auto/bus)
3. Computer equipment
4. Workers' compensation
5. Personal injury liability
6. Unemployment
7. Directors and Officers Insurance

B. The school requires proof of adequate insurance coverage from all prospective contractors, as deemed applicable by the Board of Directors.

Employee Retirement Program

The Charter School shall participate in a retirement program as determined by the Board of Directors and administered by the Business Manager.

Record Retention and Disposal

A. Records are maintained for the following minimum periods:

1. Books, records, documents, and other supporting evidence including paid, cancelled, or voided checks, accounts payable records, vendors' invoices, payroll sheets and registers of salaries and wages, tax withholding statements, employee timesheets and other public documents are retained according to state law and per the guidance of the Utah Division of Archives and Records Service.

B. The following records supporting federal contracts, as required by U.S. Office of Management and Budget, are retained for the indicated minimum periods or consistent with state law:

1. For three years after submission of the final report of expenditures: general ledger, trial balance, accounts payable and accounts receivable ledger, payroll register, and petty cash book, check register and checks, invoices. Except for:
 - a) If any litigation, claim, or audit is started before the expiration of the 3-year period, the records shall be retained until all litigation, claims or audit findings involving the records have been resolved and final action taken.
 - b) Records for real property and equipment acquired with Federal funds shall be retained for 3 years after final disposition.
2. Permanently: Audit reports, annual corporate reports, charter, board minutes, tax and legal correspondence, labor contracts, insurance claims and policies, and retirement and pension records.

A. The disposal date determined under this policy is the end of the fiscal year, or the date of final payment of government grants.

D. All records not supporting government grants or otherwise covered by rules of the Internal Revenue Service are retained for three years from the end of the fiscal year in which the records were originally prepared.

A. In connection with the disposal of any records, a memorandum of record disposal is prepared by the Business Manager listing the record or the class of records disposed of.

Financial Reporting

The Business Manager maintains supporting records in sufficient detail to prepare the School's financial reports, including:

A. Annually:

1. Financial statements for audit
2. Annual budget

B. Monthly:

1. Trial balance
2. Internally generated budget vs. actual financial statements with explanations for significant variances
3. Updating of the cash flow projection
4. Monthly or quarterly report for State Office of Education, as required

C. Quarterly:

1. IRS Form 941 and payroll tax returns and comparable state taxing authority returns, unless outsourced
2. Other reports upon request

Audit

The Board of Directors contracts annually with a qualified independent certified public accounting firm to conduct an audit of the charter school's financial statements in accordance with auditing standards generally accepted in the United States of America, Government Auditing Standards issued by the Comptroller General of the United States, 2003 Revision (GAS) and, if applicable, the U.S Office of Management and Budget's Circular A-133. The selected audit firm must be familiar with these standards and related State of Mississippi regulations in order to properly conduct the audit engagement.

POLICIES RELATED TO ASSETS, LIABILITIES, AND NET ASSETS

Assets

Economic resources that are recognized and measured in conformity with generally accepted accounting principles. Assets also include certain deferred charges that are not resources, but are recognized and measured in conformity with generally accepted accounting principles. The following sections describe policies related to the recognition of assets.

Bank Accounts

A. Bank accounts for the indicated purpose(s) and limitation(s) have been authorized by the CFO/Director and the Business Manager of the School at Federal Deposit Insurance Corporation (FDIC)-insured banks. A savings and checking account at a minimum.

Petty Cash Payments

A. Petty cash payments are made from a fund, the amount determined by the Business Manager, and should be for cash advances, local expense reimbursement, and small-dollar vendor purchases, provided proper documentation is furnished with each request. No individual payment shall be greater than \$100.

B. The petty cash account is balanced on a monthly basis by the Business Manager.

304 Criteria for Capitalizing and Depreciating for Property and Equipment

Under the modified accrual basis all tangible personal property with a useful life of more than one year and a unit acquisition cost of \$5,000 or more is expensed in the year of purchase. The outside certified public accountants make accruals to the Spectrum Academy's books to reverse the expensed capital items

to maintain a full accrual set of financial statements for financial reporting.

Impairment of Assets

Any impairments to assets will be determined by the outside certified public accountants and adjustments made by the outside certified public accountants to maintain a full accrual set of financial statements for financial reporting.

Betterments

Expenditures for significant betterments of existing leased/owned properties are expensed in the year of payment under the modified accrual basis of accounting. Any betterments requiring capitalization will be adjusted by the outside certified public accountants to maintain a full accrual set of financial statements for financial reporting.

Liabilities

Economic obligations are recognized and measured in conformity with generally accepted accounting principles. Liabilities also include certain deferred amounts that are not obligated, but are recognized and measured in conformity with generally accepted accounting principles. The following sections describe policies related to the recognition of liabilities.

Accounts Payable

Only valid accounts payable transactions based on documented vendor invoices, receiving reports, or other approved documentation are recorded as accounts payable.

Accounts Payable Payment Policy

Vendors and suppliers are paid as their payment terms require, taking advantage of any discounts offered. If cash flow problems exist, payments are made on a greatest dependency/greatest need basis.

Accrued Liabilities

Salaries, wages earned, and payroll taxes, together with professional fees, rent, and insurance costs incurred, but unpaid, are reflected as a liability when entitlement to payment occurs. Liabilities are accrued annually.

Accrued Teachers' Salary

The portion of any teachers' salaries paid for a school year that extends into the next fiscal year (e.g., a twelve-month salary schedule from September 1 to August 31 of the following year) should be accrued at the end of the fiscal year for which services were rendered.

Debt

A. When applicable, short-term debt consists of financing expected to be paid within one year of the date of the annual audited financial statements. Long-term debt consists of financing that is not expected to be repaid within one year.

B. All short-term debt is approved by the Business Manager, with review by the Board of Directors. All long term debt is approved by the Board of Directors.

A. Loan agreements approved by the Board of Directors should be in writing and should specify all applicable terms, including the purpose of the loan, the interest rate, and the repayment schedule.

Net Assets

Net assets are recorded in accordance with generally accepted accounting principles applicable to special purpose governmental units. Net assets include the following:

- Unrestricted
- Restricted
- Investment in Capital Assets, net of related debt

ATTACHMENT Z
PETITION FOR CONVERSION

**NOT APPLICABLE – THIS IS AN APPLICATION FOR
A START-UP CHARTER SCHOOL**

ATTACHMENT AA
EDUCATION SERVICE PROVIDER BACKGROUND INFORMATION

**NOT APPLICABLE – INSPIRE CHARTER SCHOOL IS A STAND ALONE
COMMUNITY BASED CHARTER SCHOOL**

THERE IS NOT AN ESP RELATIONSHIP INVOLVED.

ATTACHMENT BB
EDUCATION SERVICE PROVIDER CONTRACT INFORMATION

**NOT APPLICABLE – INSPIRE CHARTER SCHOOL IS A STAND ALONE
COMMUNITY BASED CHARTER SCHOOL**

THERE IS NOT AN ESP RELATIONSHIP INVOLVED.

ATTACHMENT CC

EVIDENCE FOR APPLICANTS WITH SCHOOLS CURRENTLY OPEN

NOT APPLICABLE – INSPIRE CHARTER SCHOOL IS A START-UP SCHOOL

ASSURANCES

Assurances

1. The applicant shall be an equal opportunity employer and shall perform to all other applicable requirements; accordingly, the applicant shall neither discriminate nor permit discrimination in its operation or employment practices against any person or group of persons on the grounds of race, color, religion, national origin, disability, or sex in any manner prohibited by law. Further, the applicant agrees to comply with the Civil Rights Acts of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, the Americans with Disabilities Act of 1990, and the No Child Left Behind Act of 2001.
2. The applicant shall not limit admission based on ethnicity, national origin, religion, gender, income level, disabling condition, proficiency in the English language, or academic or athletic ability, except as otherwise provided by Mississippi Code § 37-28-23.
3. The underserved student composition of the proposed charter school's enrollment collectively will reflect that of students of all ages attending the school district in which the charter school is located, to be defined as being at least eighty percent (80%) of that population.
4. The applicant must enroll all students who wish to attend the school unless the number of students exceeds the capacity of a program, class, grade level or building.
5. The applicant will not engage in any sectarian practices in its educational program, admissions, or employment policies or operations.
6. The applicant may not discriminate against any student on the basis of national origin, minority status, or limited proficiency in English. Consistent with federal civil rights laws, the applicant must provide limited English proficient students with appropriate services designed to teach English and the general curriculum.
7. The applicant will not charge tuition.
8. The applicant will provide a transportation plan for students attending the proposed charter school.
9. The applicant will abide by all civil rights and health and safety requirements applicable to non-charter public schools, except as otherwise provided by Mississippi Code § 37-28-1 et seq.
10. The proposed charter school will be subject to, at a minimum, the student assessment and accountability requirements applicable to non-charter public schools in the state.
11. The applicant agrees to abide by the following state statutes:
 - a. Mississippi Code § 25-41-1 et seq;
 - b. Mississippi Code § 25-61-1 et seq;
 - c. Mississippi Code § 37-3-53;
 - d. Mississippi Code § 37-3-55;
 - e. Mississippi Code § 37-11-18;

- f. Mississippi Code § 37-11-18.1;
- g. Mississippi Code § 37-11-19;
- h. Mississippi Code § 37-11-20;
- i. Mississippi Code § 37-11-21;
- j. Mississippi Code § 37-11-23;
- k. Mississippi Code § 37-11-29 and 37-11-31;
- l. Mississippi Code § 37-11-67;
- m. Mississippi Code § 37-13-3;
- n. Mississippi Code § 37-13-5 and 37-13-6;
- o. Mississippi Code § 37-13-63(1);
- p. Mississippi Code § 37-13-91;
- q. Mississippi Code § 37-13-171(2) and (4);
- r. Mississippi Code § 37-13-173; 20
- s. Mississippi Code § 37-13-193;
- t. Mississippi Code § 37-15-1 and 37-15-3;
- u. Mississippi Code § 37-15-6;
- v. Mississippi Code § 37-15-9;
- w. Mississippi Code § 37-15-11;
- x. Mississippi Code § 37-16-1, 37-16-3, 37-16-4, and 37-16-9; and
- y. Mississippi Code § 37-18-1.

12. The applicant will comply with all applicable federal laws, rules, and regulations regarding qualification of teachers and other instructional staff.

13. The applicant will abide by criminal history record checks and fingerprinting requirements applicable to employees of other public schools for teachers and other school personnel, members of the governing board, and education service provider employees. The applicant further agrees that the criminal record information and child abuse registry checks will be on file at the proposed charter school for any new hires applying for employment.

14. The applicant agrees to terminate any teacher or administrator for committing one or more of the following acts:

- a. Engaging in unethical conduct relating to an educator-student relationship as identified by the Mississippi Charter School Authorizer Board;
- b. Fondling a student as described in Mississippi Code § 97-5-23 or engaging in any type of sexual involvement with a student as described in Mississippi Code § 97-7-95; or
- c. Failure to report sexual involvement of a charter school employee with a student as required by Mississippi Code § 97-5-24.

15. The applicant agrees that it shall certify its student enrollment to the Mississippi Department of Education for the purpose of state funding in the same manner as school districts.

16. The applicant agrees to adhere to generally accepted accounting principles.

17. The applicant agrees to disclose publicly all sources of private funding and all funds received from foreign sources, including gifts from foreign governments, foreign legal entities and domestic

(4) Drake Bassett – Inspire Charter School Board Member

Authorized Official's Typed Name



Authorized Official's Signature

3-14-14

Date

(5) Dr. Stanley McCray – Inspire Charter School Board Member

Authorized Official's Typed Name



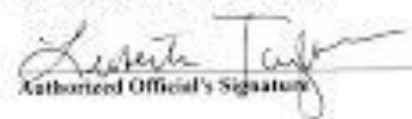
Authorized Official's Signature

3-14-14

Date

(6) Luberia Taylor – Inspire Charter School Board Member

Authorized Official's Typed Name



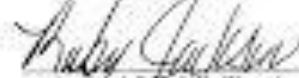
Authorized Official's Signature

3-14-14

Date

(7) Ruby Jackson – Inspire Charter School Board Member

Authorized Official's Typed Name



Authorized Official's Signature

3-13-14

Date

ATTACHMENTS SECTION

ATTACHMENT A – ATTACHMENT CC

ATTACHMENT A EVIDENCE OF SUPPORT FROM COMMUNITY PARTNERS (AND STATE & NATIONAL TECHNICAL ASSISTANCE PARTNERS)

| “STEM & ARTS Scholars Academy, “Where Dreams Soar” |
“Be the Change You Wish to See in the World.” – Gandhi

LETTERS OF SUPPORT

**Magnolia Futures Inc.****1112 12th Street North Columbus, MS 39701 662 251 0732**

February 21, 2014

Mississippi Charter School Approval Board of Directors
c/o Columbus Committee for Educational Options
1820 23rd Street North
Columbus, MS 39701

Honorable Ladies and Gentlemen:

The visionary professionals who comprise the Columbus Committee for Educational Options have demonstrated to me their wisdom and ability to formulate the plans for a Public Charter School here in Columbus. I have been advised that this plan will be turned over to a group of professional educators who will propose to you such a school under the name of INSPIRE Charter School.

It is therefore that we offer this Letter of Support along with the other members of our community of which we have communicated. Members of this community recognize the urgent need for such a school here in our city.

Thus, we trust that you will approve their proposal such that they may open this school at the earliest possible date.

Yours sincerely,

Claude Simpson
President, Magnolia Futures, Inc.

THE
MONTGOMERY
LAW FIRM L.L.C.

814 SECOND AVENUE NORTH COLUMBUS, MS 39701 662 327 0030 FAX 662 327 4433 MMONTY@MONTYLAWOFFICE.COM

March 12, 2014

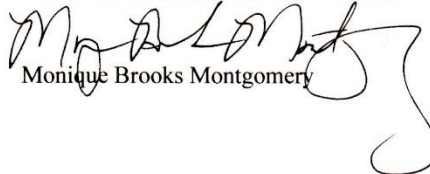
Dear Columbus Coalition for Education Options, Charter Schools Advisory Council:

I am writing this letter of commitment for the support of the Columbus Coalition for Educational Options. Being a part of this community has afforded me the opportunity to be involved with education as a student, as a parent, as a business owner and as a citizen. I strongly support the opportunity for parents and school children to have options available to them as they consider the best educational environment possible in our community. More importantly, as our economy grows, I believe potential businesses, corporate enterprises and prospective industries will expect school choices with options for their children. As a matter of fact, when recruiting industry to an area, the variety and diversity of schools is one of the leading factors in landing a company in a particular area.

Hence, I am convinced that the Columbus Coalition for Educational Options' quest to obtain a Charter School is vital to the success and growth of our town. The innovative spirit and the inspirational focus to educate ALL children has enhanced my involvement to aid and assist with making the Charter School a reality. Please know that other concerned citizens look to educational options before they commit to relocate to a new community like Columbus. Therefore, I fully support the Chartering of the Inspire Charter Schools which would be a key component to the growth and success of our city.

Sincerely yours,

THE MONTGOMERY LAW FIRM


Monique Brooks Montgomery

KENNETH MCFARLAND

P.O. Box 102
Columbus, MS 39703

Dear CCEO, Charter Schools Advisory Council:

This letter of support is coming from a special place in my consciousness as a community member who believes that the children and youth of Columbus, Mississippi should have a Charter School as another public education school. I have worked with children for many years in various capacities. I have been Director of The Boys and Girls Club, led Afterschool Programs and participated in a variety of youth related ministries. I believe in children. I like the way Charter Schools focus on the child and not on adults and not on buildings. It seems to me that by putting the needs of children first, they are more likely to achieve and succeed.

The Charter School Law has passed in Mississippi. I believe the citizens and stakeholders in Columbus know more about what our children need by way of Charter Schools than entities coming from the outside to start Charters. For this reason, I strongly support the Columbus Coalition for Educational Options; because they are working together to write a Charter School proposal that reflects the needs of our community. I believe in grassroots partnerships when it comes to Columbus children.

Best Regards,



Kenneth McFarland
Member, CCEO



March 13, 2014

Dear Columbus Coalition for Educational Options, Charter Schools Advisory Council:

As the Founder and Director of The Father's Child Ministry, I have just about seen it all when it comes to the frustration parents have with public education that is leaving their children behind. The report cards show low expectation and parent meetings held at schools often show apathy among parents who are not as involved in their child's education as they should be. The high school graduation rate in Columbus public schools are horrible with 3 out of 10 students (30%) dropping out of school.

If you look closely at the dropout data in Columbus public schools, you'll discover that 50% of students dropping out of school are black males. This is disturbing for the future of black males in Columbus and it's disturbing to the economy. Being a person of faith, I have faith that public education can improve with more parent and community involvement like that proposed by the Columbus Coalition for Educational Options that seeks to bring an innovative, student-centered charter education to the area. I support this option.

Yours in Christ

Edward Yeates

The Father's Child Ministry Founder & Director

MAKE A DIFFERENCE RIGHT NOW! www.fatherschild.org MAKE A DIFFERENCE RIGHT HERE!

EDWARD YEATES Founder/President

BARBARA YEATES Vice President

The Father's Child Ministry • P.O. Box 9251 Columbus, MS 39705 • Phone: 662.328.3110

INSPIRE STEM & ARTS SCHOLARS ACADEMY

BOARD OF SUPERVISORS
DISTRICT 1
Harry Sanders
President
DISTRICT 2
Bill Pugh
DISTRICT 3
James Blackman
Vice-President
DISTRICT 4
Jeff Smith
DISTRICT 5
Leroy Brooks



LOWNDES COUNTY

BOARD ATTORNEY
Tim Hudson
COUNTY ENGINEER
Robert L. Calvert P.E.
CHANCERY CLERK
Lyn Younger Nott
ADMINISTRATOR
Ralph Bickelgry
ROAD MANAGER
Frank Burns
CHIEF FINANCIAL OFFICER
Davis W. Beanger, C.F.A.

March 12, 2014

Dear Columbus Coalition for Educational Options, Charter Schools Advisory Council:

It has been said that a journey of a thousand miles begin with a single step. When the Charter School Law passed in Mississippi last Legislative session, a new chapter in public education began in the state. I recognize as a citizen that there are valid concerns on both sides of the charter school debate. Traditional public schools in Mississippi that are not performing well achievement-wise will now have another public education option within their borders. Charter schools have been a part of public school competition in other states for over 30 years now. I have decided that children are the most important factor in this equation; not the protecting the status quo. I am writing this letter of support for the Columbus Coalition for Educational Options to show my commitment to bringing charter school education to Columbus, Mississippi. The reason for me is that parents' color or economic situation should not prevent them from having educational options for their children.

Sincerely,

Harry Sanders

President for the Lowndes County Board of Supervisors

P. O. Box 1369 • Columbus, Mississippi 39723 • (662) 329-8854 • FAX (662) 329-8881

INSPIRE STEM & ARTS SCHOLARS ACADEMY



Maranatha Faith Center

P.O. Box 2784
716 Waterworks Road
Columbus, MS 39704

Office: 662-327-3728

maranathactf@bellsouth.net

Fax: 662-329-4866

Elder Steve Jamison, Pastor



March 12, 2014

Dear Columbus Coalition for Educational Options, Charter Schools Advisory Council:

I am pleased to write a letter of support for the Columbus Coalition for Educational Options, who are actively involving the community and stakeholders in the development of a unified Charter School proposal to be submitted to the Mississippi Charter School Board. I believe that all children should have educational options, whether they are wealthy or poor. I understand that Charter Schools are public schools that have been given autonomy that supports innovation, parental involvement and community involvement. The power of public education is still very important to the future success of children and/or nations. Therefore, I support bringing this educational option, which is new to the state of Mississippi, to Columbus as soon as possible.

Sincerely,

Steve M. Jamison



Mississippi University

for Women

A Tradition of Excellence for Women and Men

Office of Career Services
1180 College St. MUW-1824
Columbus, MS 39701-5800
(662) 241-7519
(662) 526-7192 Fax
www.muw.edu

Charter School Council
Columbus, MS 38701

March 11, 2014

Dear Columbus Coalition for Educational Options, Charter Schools Advisory Council:

This letter is written in support of the proposed Charter School coming to the Columbus area.

As an education professional, I see the void in the education system that is failing to fully prepare graduating high school students to do simple task that prepare them for college. Too many of our entry level freshmen students are come in taking remedial classes because they are not prepared and cannot pass simple entry level test. Parents, Community and School officials have to bridge the gap between the transitions of these students to upper level education in order for them to have the confidence to succeed. The idea of a charter school for our area is refreshing, because it opens doors for a choice of a better education for all students at every level. I support every effort of this committee moving forward to establish such a needed entity for this area.

Sincerely,


Thandrea Williams

Assistant Director of Career Services
Mississippi University for Women



Nadia Dale
Co-Director
Community Outreach
Sponsorship

LeShawn Orr
Co-Director
Production

Shakia Prude
Co-Director
Artist/Student
Involvement

Wake Up Project

"Accountability Beyond the Classroom"

March 11, 2014

Dear Columbus Coalition for Educational
Options, Charter Schools Advisory
Council:

I am pleased to write a letter of support for the Columbus Coalition for Educational Options who are actively involving the community and stakeholders in the development of a unified Charter School proposal to be submitted to the Mississippi Charter School Board. I believe that all children should have educational options whether they are wealthy or poor. I understand that Charter Schools are public schools that have been given autonomy that supports innovation, parental involvement and community involvement. The power of public education is still very important to the future success of children and our nation. I support bringing this educational option that is new to the state of Mississippi to Columbus as soon as possible.

Sincerely,

Nadia Dale

wakeupproject2011@gmail.com

Dear Columbus Coalition for Educational Options, Charter Schools Advisory Council:

I was happy to learn that a coalition of parents, educators, preachers, teachers, community-based organizations, elected officials and business people have come together in Columbus, Mississippi, to create the Columbus Coalition for Educational Options to develop a Charter School plan. I plan to assist with this effort as much as humanly possible. Parents should be able to choose public school options as parents in other states are able to do through the charter school movement. I agree that public education will be better for all students when competition is available for public school students as well. I believe the current achievement gap among poor and affluent children and black and white students are a result of inequalities of opportunity that can be addressed through more public education options for students. I support having Charter Schools in Columbus and I will work closely with the Columbus Coalition for Educational Options to develop a strategic plan and implementation plan to our community.

I support this effort on behalf of my children and grandchildren. You can call on me anytime to help with strategic planning. You can count on me to be an advocate in the community for parents having more public education options to choose from for their children. I will also be happy to serve on the committee that is designing the charter school implementation plan. I have a lot of experience in education and I know for a fact that children will rise to high expectations. I wholeheartedly endorse the mission to bring Charter Schools to our community through the process and proposal the coalition has established for submission to the Mississippi Charter Schools Authorizing Board. Please feel free to include my letter of support as part of your application process.

Best Wishes,



Dr. Stanley K. McCrary

TEAM ELITE MISSISSIPPI BASKETBALL CLUB

ERISE WILSON, JR. DIRECTOR/HEAD BASKETBALL COACH

185 HARGROVE ORCLE

COLUMBUS, MISSISSIPPI, 39702

Dear Columbus Coalition for Educational Options, Charter Schools Advisory Council:

I attended a meeting recently at Genesis Dream Center in Columbus, Mississippi, where I heard a presentation by Dr. Kimberly Runn, State Director for the Mississippi Black Alliance for Educational Options (MABEO). I was amazed by the statistics she discussed about the huge discrepancy of Black children compared to White children on the ACT. To tell the truth, I was shocked. As a concerned community member, I wanted to know what I could do to help raise the level of learning expectations for all children, especially children of color in Columbus. I decided to get involved with the Columbus Coalition for Educational Options group who are working with parents and the community at large to define the educational needs of children based on data and their environment to create a pipeline of school and family hand-in-hand, school to college, and school to the world of work through apprenticeship and workforce development for high school students at risk of dropping out of school or have left school in frustration. When I learned that the Charter School plan under development reached both inside the school and outside the school, I could hardly contain my joy. Since January 2018, Team Elite Mississippi Basketball Club has been working diligently, trying to help black children to overcome their academic failures and the fact that there are no options being available to create an avenue to a successful education and healthy environment. I have been involved with Charter Schools in New Orleans, LA, and Chicago, IL. I have seen Charter schools turn under-performing kids into really good students with confidence and high self-esteem, by creating OPTIONS for them. As the only certified Amateur Athletic Union (AAU) program in Columbus, black kids have missed out on several opportunities of going to College, mainly because of poor academics and not being prepared to take the ACT exam. Team Elite Mississippi Basketball Club strongly supports the Columbus Coalition for Educational Options. Our organization will continue its loyalty and dedication with CCEO, in their support of bringing a much needed Charter School to the City of Columbus, Mississippi.

Sincerely,

Erise Wilson, Jr.







March 11, 2014

Dear Columbus Coalition for Educational Options,

As a pastor in Columbus for almost 20 years, I have just about seen it all when it comes to the frustration parents have with public education that is leaving their children behind. But as parents ourselves, my wife and I have experienced these same frustrations. We have a son in the 7th grade and a daughter who is a senior in high school in the Columbus School District. Neither child seems to be challenged or inspired by the education they are receiving and therefore we spend a lot of time enhancing their education in our home and at the church I am privileged to pastor.

The report cards of the average child shows low expectation and parent meetings held at schools often show apathy among parents who are not as involved in their child's education as they should be. Good parents are frustrated by less than enthusiastic teachers and administrators who spend more time writing referrals than teaching and administering to the needs of the children who are there to learn. If you look closely at the dropout data in Columbus public schools, you'll discover that 50% of students dropping out of school are black males. This is disturbing for the future of black males in Columbus and it's disturbing to the economy.

Being a person of faith, I believe that public education can improve with more parent and community involvement like that proposed by the Columbus Coalition for Educational Options that seeks to bring an innovative, student-centered charter education to the area. I support this option with all of my personal resources and the resources of our congregation.

Sincerely,

Pastor Tony A. Montgomery, Sr.

Pastor Tony A. Montgomery, Sr.

1207 5th Avenue North, Columbus MS 39701 | 662-327-5408 | 662-327-3847

GENESIS CHURCH

P.O. BOX 7455, Columbus, MS 39705-7455

Dear Columbus Coalition for Educational Options, Charter Schools Advisory Council:

As a Pastor in Columbus, and a strong advocate for public schools, I have just about seen it all when it comes to the frustration parents have with public education that is all but victimizing our children. I have 4 children in this district and have been involved with several after school programs. I have seen first-hand the impact that high expectations and genuine concern for the children's success has.

Being a person of faith, I am a firm believer that public education can improve. A solid collaboration between parents, teachers, Pastors, industry and most of all the children is necessary to improve this situation. I believe that what this system needs is another public option. This system needs a model of innovation. It needs child-centered systems and a focused intent on causing the children to be all they were designed to be. Children need the opportunity to "fight" through their challenges and get that sense of accomplishment that only comes with true triumph over tough circumstances. They need a rigorous curriculum. They need to be met where they are and moved along at a pace that moves them along. They need to be able to take advantage of all the technological advances that have hit the world, but not the educational system.

I am excited about the work that we are doing in the CCEO to provide our children with what I believe is a lifeline and I am fully committed to use all of my skills and resources to help bring reform to the educational system in Columbus. I am a supporter of INSPIRE Charter School as another educational option for children in Columbus and I look forward to the great impact this school will make on this community and generations to come.

Yours in Christ,

Darren R. Leach
Senior Pastor, Genesis Church

**LOCAL PLANNING TEAM (CCEO) FOR COMMUNITY INVOLVEMENT AND
POTENTIAL PARENTS PRESENTATION SLIDE 1**

WELCOME TO INSPIRE



INSPIRE CHARTER SCHOOLS

Where Dreams Soar

Parents & Community Involvement Presentation

3/10/2014

COMING SOON: INSPIRE CHARTER SCHOOLS, WHERE DREAMS SOAR 1



Columbus Coalition for Educational Options

**PENDING APPROVAL BY THE MISSISSIPPI CHARTER SCHOOLS
AUTHORIZERS BOARD**

NOTE:

**INSPIRE CHARTER SCHOOL IS THE NON-PROFIT ENTITY AND
BOARD OF TRUSTEES THAT IS APPLYING FOR THE CHARTER.
(NON-PROFIT DOCUMENTATION INCLUDED)**

CCEO Community Public Input Meetings

Date	Time	Location	Agenda Item Topic
Thursday, January 16, 2014	6:00 PM	Genesis Dream Center	Governance
Thursday, January 23, 2014	6:00 PM	Genesis Dream Center	Culture, Operations, Personnel
Thursday, January 30, 2014	6:00 PM	Genesis Dream Center	Educational Program
Thursday, February 6, 2014	6:00 PM	Genesis Dream Center	School Structure & Operations
Thursday, February 13, 2014	6:00 PM	Genesis Dream Center	Leadership, Enrollment
Thursday, February 20, 2014	6:00 PM	Genesis Dream Center	Instructional Staff
Thursday, February 27, 2014	6:00 PM	Genesis Dream Center	Founder's Panel and Q & A
Thursday, March 6, 2014	6:00 PM	Genesis Dream Center	Wrap Up Session
Thursday, March 13, 2014	6:00 PM	Genesis Dream Center	Kenneth Campbell, President of BAEO, Address

www.cceofoundation.org



COMMUNITY & COMMUNICATION PLAN FOR POTENTIAL STAKEHOLDERS

HOW ARE WE DOING?



WHAT CAN WE DO BETTER FOR YOUR CHILD?

Inspire Charter School's Partners & Consultants

| "STEM & ARTS Scholars Academy, "Where Dreams Soar" |
"Be the Change You Wish to See in the World." – Gandhi

Name/Title/Organization/Location	Contact Email	Role/Responsibility
Dr. Germain McConnell, Executive Director, MS School for Math & Science (MSMS), Columbus, MS	gmccConnell@themsms.org	Serves as the Liaison for Inspire Charter School and MSMS Science and Mathematics Partnership for
Tina Sweeten, Executive Director, Columbus Arts Council, Columbus, MS	tina.columbus.ms.arts@gmail.com	Engagement Liaison for Inspire Charter School's Arts & Cultural Enrichment
Dr. Kate Brown, Mississippi University for Women (MUW), Director of the Creative Learning Center & Life Enrichment Outreach Program, Columbus, MS	kbrown@muw.edu	Education Liaison between Inspire Charter School and MUW's Life Enrichment Program and Center for Creative Learning
Dr. Trecina Green, Associate Superintendent, Mississippi Department of Education (MDE), Jackson, MS	tgreen@mde.k12.ms.us	State Contact for Common Core State Standards, STEM, Student Assessment, Curriculum & Instruction, ELL, & SPED,
Dr. Claiborne Barksdale, Chief Executive Officer, Barksdale Reading Institute (BRI), Oxford, MS	barksdac@msreads.org	Mississippi School Reading/Early Literacy Achievement Improvement Partner for Inspire Charter School
Dr. Ron Nurnberg, Executive Director, Teach for America (TFA), Oxford, MS	ron.nurnberg@teachforamerica.org	State Director of Teach for America to provide non-traditional teacher candidates for Inspire Charter School
Dr. Phillip Cockrell, Associate Vice President/Dean of Students, Jackson State University (JSU), Jackson, MS	deanofstudents@jsums.edu	Education liaison between Inspire Charter School and JSU's STEM Initiative to improve science teaching and learning in MS school
Dr. Karen McNeal, Director, Mississippi State University (MSU) INSPIRE (STEM) Program, Starkville, MS (in collaboration w/MSU Bagley Science & Engineering Dpt.)	ksm163@msstate.edu	Education liaison between Inspire Charter School and MSU INSPIRE Initiative to train teachers on embedding STEM curricula in classrooms
Dr. Kimberly Russ, State Director, Black Alliance for Educational Options (BAEO), Madison, MS	ksmith-russ@baeo.org	State Director for BAEO, an organization that will assist Inspire Charter School is raising parental advocacy around educational options

Inspire Charter Schools Partners & Scope of Services

PARTNERS		SCHOOL RELATIONSHIP	
■ Mississippi School for Math & Science	■	Science Model Classroom & Teacher Training Educational Partnership	
■ Columbus Arts Council	■	Arts Integration Support & Presentation Studio for Students Art Projects Partnership	
■ Mississippi Department of Education	■	State Education Agency for Curriculum, Achievement, Professional Development, Student Assessment and School Compliance & Achievement Partnership	
■ Barksdale Reading Institute	■	Scientifically-Based Reading Research (SBRR) Educational and Reading Intervention Partnership	
■ Teach for America	■	Partner for Non-Traditional Track Teachers to Offer Energy, Diverse Backgrounds and Perspectives for Students and Stakeholders	
■ Jackson State University	■	University STEM and Teacher STEM Professional Development Partnership	
■ Mississippi State University	■	University STEM Initiative Partnership and Model Teaching Partnership	
■ Black Alliance for Educational Options (BAEO)	■	Parental Involvement & Minority Achievement Advocacy and Professional Development Partnership	
■ Blended Learning Partnerships	■	Blending Learning, Intervention and Acceleration Support, Student Progress Monitoring, Advanced Courses and Dual-College Enrollment, Dropout Prevention & Workforce Development Partnership	

STATE OF MISSISSIPPI TECHNICAL ASSISTANCE SESSIONS FOR EFFECTIVE CHARTER SCHOOL PLANNING

Forrest Thigpen, Executive Director of the Mississippi Center for Public policy, give a charter school planning presentation to a group of concerned citizens in Columbus, Mississippi.



Dr. Kimberly Russ, State Director for Black Alliance for Educational Options, meets with Columbus Citizens to talk about every child having public education options. Meeting held August 27, 2013, at Genesis Dream Center.



STATE OF MISSISSIPPI TECHNICAL ASSISTANCE SESSIONS FOR EFFECTIVE CHARTER SCHOOL PLANNING

October 1, 2013 – Erika Berry, Executive Director of the Mississippi Charter Schools Association met with the Columbus Founders and Members for the Columbus Coalition for Educational Options Advisory Council to discuss the state’s charter school law and application process. Meeting held at Genesis Dream Center.



CCEO Members having dinner after a school visits to Omni Prep and KIPP Charter Schools in Memphis, TN. (October 28, 2013)

Other Founders in attendance: Darren Leach, Tony Montgomery, and Kenneth McFarland

TOUR/MEETING SPONSORED BY DR. KIMBERLY RUSS, STATE DIRECTOR FOR THE BLACK ALLIANCE FOR EDUCATIONAL OPTIONS



1888 Main Street, Suite C #368
Madison, MS 38110
Ph: 800-888-2847

October 24, 2013

We are so pleased that you will join us next week in Memphis. The purpose of our trip is to give you a first-hand look at high-quality public education in a true choice environment. It is our hope that over the day and a half that you spend with us, you will gain an appreciation for the significant impact that parental choice in education is having on the academic outcomes of children.

Below are the details regarding your one night stay in Memphis, TN Monday, Oct. 28th – Tuesday Oct. 29th.

Travel

The Black Alliance for Educational Options is covering the following costs: mileage (.565 cents per mile) for ground transportation.

Hotel Accommodations

Peabody Memphis
149 Union Avenue
Memphis, TN 38103
Tel: (901) 529-4000

The Black Alliance for Educational Options is covering the following costs: Room and Tax, Parking. Your hotel rooms are reserved for the length of your stay. However, please have a credit card on file with the hotel to cover incidentals such as Internet, long distance telephone calls and in room dining etc.

On Monday, please arrive at the hotel no later than 5 p.m. for check in. Activities will begin at 6 p.m. with a meet and greet, followed by a dinner. On the following day, a buffet breakfast will be served simultaneously with a discussion and presentation on educational issues. After breakfast, the group will depart for a tour of high performing public charter schools in Memphis and return to the hotel at 1:00 p.m. for lunch and debriefing. In addition, please alert us to any food allergies or special dietary requests.

We look forward to seeing you in New Orleans.

Best Regards,

Kimberly Smith-Russ, Ph.D., State Director
Mississippi State Director
Black Alliance for Educational Options

Give Parents A Choice and Children A Chance.



Dr. Kimberly Russ, Keynote Speaker, at the CCEO Parents & Community Leadership Conference

| “STEM & ARTS Scholars Academy, “Where Dreams Soar” |

“Be the Change You Wish to See in the World.” – Gandhi

YOU ARE

INVITED

Join us for the

Columbus

Parents & Community
Leadership Conference

Keynote Speaker

Dr. Kimberly Russ
State Director for the Black
Alliance for Educational
Options (BAEO)

And Special Guests

Summit Sponsored by
The Columbus Coalition
for Educational Options
CCEO

Location

**TROTTER
CONVENTION
CENTER**

523 Main Street
Columbus, MS 39701

Date & Time

Tuesday, November 12, 2013
6:00 PM



Columbus Coalition for Educational Options

Let's Join Hands

To Better Educate Children



"Inspire Someone!"

*Pastors, Churches, Community Groups, Parents, Grandparents,
Community and Civic Leaders, Business Leaders, Elected
Officials, College and University Leaders, Retired Teachers,
Home School Association, CAFE Parents, State and National
Charter School Leaders and State Officials are invited to attend.*

We are looking forward to seeing you.

For more information, email:
moreparentoptions@gmail.com or call Kenneth McFarland at
(662) 251-4616.

**MEETING SPONSORED BY ERIKA BERRY, EXECUTIVE DIRECTOR OF THE
MISSISSIPPI CHARTER SCHOOLS ASSOCIATION**

| "STEM & ARTS Scholars Academy, "Where Dreams Soar" |

"Be the Change You Wish to See in the World." – Gandhi



January 27 School Development Workshop

Objectives	Conference attendees will learn how to build a sustainable charter school budget and how to best serve students with special needs.
Date & Time	January 27, 2014; 8:00am-4:00pm
Location	Mississippi Institutions of Higher Learning (IHL), Technology Room in the Basement. See below for directions to IHL.
Time	Program Description
8:00am – 8:15am	Registration
8:15am – 8:30am	Welcome and Introduction
8:30am – 10:00am	Session #1 – Special Education Lauren Morando Rhim from the National Center for Special Education in Charter Schools (NCESECS) will educate attendees on how to create exemplary learning opportunities for students with special needs, and how to anticipate and address barriers that may impede charter schools enrolling and effectively educating students with disabilities.
10:00am – 12:00pm	Monthly Board Meeting of the Mississippi Charter School Authorizer Board Session attendees will attend the monthly Board meeting of the MS Charter School Authorizer Board. It is imperative that groups wishing to open a charter school become familiar with their authorizing entity.
12:00pm – 1:00pm	Lunch Lunch will be provided to attendees on location.
1:00pm – 2:00pm	Applicant Q & A Session Hosted by Mississippi Charter School Authorizer Board, this session will provide applicants with an opportunity to ask the Authorizer Board specific technical questions regarding the application and application process.
2:00pm – 4:00pm	Session #2 – Finances: Expenses and Revenues EdTec will guide attendees through expected funding streams and expenses, and attendees will create a workable budget from new knowledge of financial modeling. Finally, attendees will learn how to create a sustainable budget beyond the start-up years.

Directions to Mississippi Institutions of Higher Learning, 3825 Ridgewood Road, Jackson, Mississippi 39211: When you enter the complex off Ridgewood Road, IHL is the tall white building directly in front of you when entering. Park in the front or back, and enter on the floor level of IHL. The attendant at the desk will direct you to the Technology Room in the Basement. Please arrive by 8:00am.

COLUMBUS WELCOMES KENNETH CAMPBELL, PRESIDENT BLACK ALLIANCE FOR EDUCATIONAL OPTIONS MARCH 14, 2014

A SPECIAL INVITATION

An Evening of Fellowship with Kenneth Campbell
President of the Black Alliance for Educational Options (BAEO)

Sponsored By:

THE COLUMBUS COALITION FOR EDUCATIONAL OPTIONS

You are cordially invited to join the CCEO as we welcome Kenneth Campbell, President of the Black Alliance for Educational Options (BAEO) to Columbus, Mississippi, as our Special Guest and Keynote Speaker.

DATE OF EVENT

Thursday, March 13, 2014, at 6:00 o'clock P.M.
at Genesis Dream Center.

KENNETH CAMPBELL

Kenneth L. Campbell, a founding board member of the Black Alliance for Educational Options (BAEO), has served as BAEO's president since 2010. BAEO is an education reform advocacy organization founded to increase access to high-quality educational options for Black children by actively supporting transformational education reform initiatives and parental choice policies that empower low-income and working-class Black families. A retired Army Reserve captain, Campbell began his career in education reform by helping to secure passage of Washington, D.C.'s landmark charter school law. Prior to assuming his role as president of BAEO, Campbell was the founding director of charter schools at the Louisiana Department of Education. In the wake of Hurricane Katrina, he helped engineer the rebuilding of New Orleans's education ecosystem and accelerated the growth of high-performing charter schools across the state.

COME HAVE DINNER WITH US
& LEARN THE FACTS ABOUT
CHARTER SCHOOLS.

RSVP by: Texting "B" There to 662-889-7003 or
Email: moreparentoptions@gmail.com



ONE SIZE DOES NOT FIT ALL CHILDREN
- Kenneth Campbell, BAEO President



WELCOME BACK TO MISSISSIPPI KENNETH
FROM THE COLUMBUS COALITION FOR
EDUCATIONAL OPTIONS

Genesis Dream Center
1820 23rd Street North
Columbus, Mississippi 39701
Phone: (662) 251-5584

Thanks so much Kenneth for visiting Columbus and delivering the keynote address for the Columbus Charter School Planning Fellowship Dinner, March 13, 2014.

COLUMBUS COALITION FOR EDUCATIONAL OPTIONS



March 13, 2014; 6:00 p.m.

Genesis Dream Center

MEET, GREET & EAT

Soft music

Welcome

Purpose – Pastor Darren Leach

Introduction of Speakers – Dr. Martha Liddell

Guest Speakers

- Ruby Payne, Community Relations Director, Dubois CSC
- Erika Berry, Director of the MS Charter Schools Coalition
-
- **SPECIAL GUEST SPEAKER:**
 - Kenneth Campbell, President of the Black Alliance for Educational Options (BAEO) – www.baeo.org

Special Acknowledgements/Announcements – Rev. Kenneth McFarland

Prayer

Dismissal

Thank you for coming.

ATTACHMENT B



March 13, 2014; 6:00 p.m.

Genesis Dream Center

MEET, GREET & EAT

Soft music

Welcome

Purpose – Pastor Darren Leach

Introduction of Speakers – Dr. Martha Liddell

Guest Speakers

- Ruby Payne, Community Relations Director, Dubois CSC
- Erika Berry, Director of the MS Charter Schools Coalition
-
- **SPECIAL GUEST SPEAKER:**
 - Kenneth Campbell, President of the Black Alliance for Educational Options (BAEO) – www.baeo.org

Special Acknowledgements/Announcements – Rev. Kenneth McFarland

Prayer

Dismissal

Thank you for coming.

ATTACHMENT B

EVIDENCE OF SUPPORT FROM PROSPECTIVE FAMILIES/STAKEHOLDERS/COMMUNITY MEMBERS

CCEO ADVISORY COUNCIL MEMBERS & COMMITTEES

Public Relations & Recruitment	Finance, Corporate Support, Grants & Fundraising	Foundation & Organizational Development	Instructional Design (STEM), Arts & Enrichment	Community & Parental Involvement	Operational & Organization Development	Buildings, Grounds & Facilities
Claude Simpson	Robert	Claude	Dr. Martha	Faith	Dr. Martha	Rev. Steve
Rev. Kenneth	McClanahan	Simpson	Liddell,	Whitlock	Liddell,	Jamison
McFarland	, CPA	Dr. Martha	Consultant	Diedra	Consultant	
Rev. Darren	Rev. Darren	Liddell	Faith	Dumas	Rev.	Rev. Darren
Leach	Leach	Rev. Tony	Whitlock	Sharon Lewis	Darren	Leach
Elizabeth	Dr. Martha	Montgomery	Anne Harris	Janice Ellis	Leach	Rev. Tony
Simpson	Liddell,	Rev. Darren	Edward	Al Roberts	Founders	Montgomery
Hilda Fox	Consultant	Leach	Yeates	Monique	Board of	
Rev. Kamal	Shaquitta	David Owen,	Bridget Van	Montgomery,	Directors	Edward Moody
Karriem	Patterson	Attorney	Holland-	Attorney	Consultants	
Rena Williams	Sharon	Al Roberts	Williams,	Ruby		Rev. Francisco
Katrina Ingram	Lewis	Monique	MUW	Johnson		Brock
Bryson Robinson	Rev. Steve	Montgomery,	Ruby	Christina		
Ad Hoc Founders	James	Attorney	Johnson	Chunn		Michael
	Janice Ellis	Ad Hoc	Christina	Katrina		Liddell
	Ad Hoc	Founders	Chunn	Ingram		
	Founders	Consultants	Elizabeth	Barbara Kidd		Ad Hoc
			Simpson	Hilda Fox		Founders
			Ad Hoc	Ad Hoc		
			Founders	Founders		

COMMUNITY MEETINGS INPUT & FEEDBACK FROM THE COMMUNITY AND PROSPECTIVE PARENTS

Community feedback was gathered in a series of meetings that took place January -March 2014 by the CCEO Planning Committee in community meetings, written on posted notes and discussed and transcribed in this document authentically.



How can a charter school better serve students with special needs?

Blended learning, Continue improvement, Smaller class – more attention, Inclusion, No labels, Demonstrating a knowledge of all exceptional needs, Focus on teaching-develop-implement-level-remediate, Fluid –Flexible-Learning, Focus on individualized instruction, Best practiced from other school models, Like to professional development (teacher Input), Career explorations or training, Multi-gradual instruction, Able to teach standard of grades k-5, Control in the Class room, More time to learn, Medical needs,

Give 3 ideas you have for making public schools better?

Effective use of technology, Teaching standards how to find their purpose, Have knowledge, Thinking outside the box, All students are important, Teacher and parents working together, Allow teachers to be the first to discipline students and support them, Follow all rules, Global pen pals, More Arts, More communication between administrators and teachers, a demand for respect for every adult in the school, Teaching how to think rather than what to think, More Technology, Teaching kids about money, Teaching kids how to network, More hand on activities, teaching Great study habits, Compassion, Establish mentoring and consoling poems, Create a student experience oppose to an academic exp., Fun both teacher and student, Teachers should have creativity and freedom, Be a team,

Charter school teachers Qualities

Can talk to all kinds of parents, Love kids, Motivator, Enthusiasm, Creative and motivated, Supportive but firm, Loving but mean business, on task, Like Kids, Bring real word, experience to the classroom, Highly Qualified, Demonstrate a love for kids, Self-starter, Must be a good fix for the students, Teachers that are learning, Cultural diverse, Teacher of the month, Willing to go the extra mile,

Charter School Calendar

After school and summer calendar, Enrichment days, exciting, Abide by the law, Year-round calendar, 8 weeks 1 week, 1st Monday of August last Friday of June, Same holidays as public schools, end of grading period plays or performances, Same as public school holiday, Diverse activity, Keep people plugged I and committed, Year around learning,

School Leader Qualities

Understand community, Integrity, Someone may disagree but still get along, Be Compassion but firm, Empowers teachers to teach, transformational Leader, Connected with the Business community, Can change when necessary, able to raise funds, Motivational, Serves as a coach for teachers, Protection, Love, Be consistent, Knowledge, Inform, Honesty, Lead by example, A backbone, Fiscally responsible,

Charter school fundraising (What are your ideas on raising money)

Musical feeding event, Break the choir up and let the different groups sing around tables as we feed sponsors, \$100.00 per plate, Sponsors, Karate night, speakers forum on various topics, A academy ball, Partners, Gala event, Having a clown, Telethon, Business partners, Parents night out, Lock in's Apply for grants, alumni associations, Sponsors, Share vision with businesses, Raise text scores, alumni graduation kid graduation,

Charter school parent involvement

Invite parents on field trips, parenting classes, show off the kids, Banquet celebrate success for boys academy, Create a family environment, Cultural history, Parent seminars, Teach parents how to be committed, parent agreement, Activity that allows parents and staff to team build, Use social media and newsletters to keep parents committed, Parent teacher meetings mandatory, Parent spokesman, etiquette, salad forks, Feed the parents, Donuts for dad, fellowship w/parents, Incentives for parents, Draft day kids instead of promotion, Bring mom on a date, Parent of the month, Parent surveys, Parent mentors, angel tree , Parent sponsorships, Family advisors, Chaperones on nice trips,

What would you like to see in charter school classrooms?

Teach love and compassion, Distance learning, Parent volunteers , Toastmasters, Excited children ready to learn, Creativity, Common core that's fun, Mandatory meetings with incentives, Volunteers, Foster Grandparents, State of the art equipment, Happiness motivated students, Eager to learn, Placing students and teachers with the same learning styles, Best instructional strategies,

What would you like to see as you walk through Freshman Academy?

Kids out of their seats learning, Training banking and finance investment, STEM- Science Technology, Enrichment Math, Polite well mannered, Students w/disability treated fairly, Happy and energetic students, Career Professional exposure, Be fair consistent, Proactive rewards, Great athletic program, take them fishing, college field trips college banner, All kids respected, Adopted by 100 black men mentor, process learning, Happy looking work force, culture, Physical acting, No discipline problems, Teachers respected, Leadership building initiative, Process learning, classroom culture environment, Building family wealth, Parent involved, creative teachers, Well dressed young men, Boys choir, Manhood training, Brothers keepers, mentors, Starting your own business, Students engaged in their learning, Manhood training, Bible

How should discipline be handled in Freshman Academy?

Respectfully, Lovingly, Coaching and mentoring, Honestly , Proactively discipline, Parent involvement, Teamwork discipline between parents and student, (Peer) a Discipline panel, Take them fishing, Punishment should fit the infraction, Take the kids to Jackson state for 1 week, No Punishment, Establish expectation, Patiently

What kind of instruction and electives should we offer at Freshman Academy?

Career development, African culture, How to work, Must learn debt free living, Band, Sex education, How to run a household, Economics/money, How to treat a woman with respect, Fitness, Black History, Criminal Law course, Culinary arts, Religious Studies, Boys choir, Leadership training Bible course, Globalization, Leadership courses, family Law, Legal course, Positive pay it forward, Jazz Band Performing Arts, work Ethics, Do not forget the Dyspepsia Bill, Job Readiness, Public speaking, Foreign languages, Youth Legislature participation, Constitutional law, Nutrition, Debt free living, Train them on developing their purpose, Building a portfolio, Career Building, Early Literacy bill, ADR alternative dispute resolution mediation and arbitration

What kind of things should teachers know to work at Freshman Academy?

Diverse teaching methodologies, Boy speak, Expected to be creative, How to relate material to real life stuff, Understand their weakness, Positive no stereotype, Put kid first, Everything is Global, How to incorporate technology into education, Mutual Boy's think differ, Boys separating, Exposure, Teach the whole child, Conflict resolutions, mutual boys think differently, be aware of the national curve, field trips, Must read cultural books mainly Dr. Jwanza Kunjafu conspiracy to destroy black boys, Respect children, kids don't care how much they know until they know how much they care, They should know what boys like, That each has the ability to learn, Don't make assumption, Teach them to save themselves, Be Strong men

How do we establish and reinforce a positive school culture?

Keep your personal matters out the classroom, Teaching health fitness the value, Have academic and athletic completion, Positive role models, continuous incentives, educational field trips, Teachers who enjoy working at the school, self-preservation, Innovative and creation teachers who love children, deeming philosophy on continuous improvement, Organizational development and management, Lead by example, Mission vision value leadership, Traveling abroad, Teachers that are willing to go the extra mile, Teachers who care about teaching kids, Mock trials, debate team, Teachers who care, Performance accountability, Promote safe and family environment, Leading by example admin and teachers not to excel themselves above the students and parents, Recite the slogan every morning, Teach that potential we believe in you, Stop bullying, Bring people with positive values, Keep pants up big brother program, Bring the pastors, teach them that they have potential, Learn proper etiquette, No Ebonics, encourage parents to reinforce the positive culture established the charter school

What are some ways we can inspire the scholar to always do their best?

Intrusive mentoring, Hands on experience, Community arts showcase, University visits, music technology, graphic arts engineering STEM, Celebrate the small steps, Involve the faith based community, Focus on male involvement, Community based projects, Diver produces, Instilling confidence, Brand It, Encouragement, Exposure, Put great teacher in front of them, Bringing in mentors, Involve the arts, incentives, Journals, Inspire TV, inspire Radio, Parent involvement, kids and parents together, Showcase local success, Fosters Grandparents, Include technology, Teamwork, Leadership development, Build self-esteem, Scholarships, True hands on laboratories, chemistry, physics, electrical engineering rocketry, race cars, go carts, mechanical engineering,

computer programming, Financial planning, vision book, Newsletter w/inspiring information, Celebrate the educator, call to parent

What are some ways we can inspire the learning facilitators to always do their best?

Appreciation days, Incentives, Praise their work, Don't embarrass them in front of teachers, Hold them accountable, listen to them, Monthly spotlight, be real, Supplies, teacher incentive pay, Opportunity to share, suggestion comment box, Bonuses enable teachers, training and mentorship, technology, Listening to their story, college fairs, New teacher orientation and support, Leadership "I'm ready to teach", smile, encourage them, Onsite training workshops, Quarterly cruises, Tuition reimbursements for teachers, start discipline with them, Let them teach!, encourage innovation, mentoring program,

What are some ways we can inspire the parents to get involved?

Mother/Daughter, Father/son events, Parent and student meeting, student events, plays etc, Cookouts w/Parents, assign responsibility, father/daughter and mother/son, parents involved in teaching and coaching, career day, incentives to their berth, Gifts parent of the month, Grandparents day, family day, a well-educated child, Awards night, parent-teacher, regular updates, Community service project for some of the parents, habitat for Humanity, Christmas in April, Parents vs. kids Olympics, Daily student journals, Parents visits, Guest facilitator, teach or administrate, Parent committee to help male discussions, parent talent show, Parents vs kids athletic, Building tours and education field trips for parents, Go to the home if necessary, home visits, Dinner and a movie, Educating meet parents where they are, GED or classes reading for parents, Dad's craft day, education training retreats and cruises, loan repayments, Speakers, Center for parents, Resource room for the parent to use computers, prepare resumes and job board, Parental shout outs on Inspire TV and Radio, Parents build the home w/students and community, Karaoke night, Treat them with respect, Financial Planning, Spoken history, community history, Lending library,

What type of environment is most conducive for learning?

Educational field trips, passionate engaging, Active Environment, Innovative, Creative, Clean, Busy, productive, hope, hands on, a safe and healthy, Diversity and inclusion, competent support staff, Humble, Different things happening, mutual respect, excellent teacher, Focused learning, community support, Supportive school board, challenging, Foreign language, Learning styles,

What are the most important characteristics in a school?

Technology available, smiles, excellent teachers, ownership, safety, Inspiring hallways, happy teachers, Parent and community support, good curriculum, strong leadership, Student attitude, Learning, Shining floors, Healthy lunches, prepare the students for the future, rigor, Happy kids and parents, Good food, Respectful children, parents as school, equipped classrooms, enough resources to help the children achieve, Students engaged, enthusiastic students,

How can we dispel myths about charter schools?

Get educated about charter school, Town Hall meeting, Meet w/nay sayers one on one, educate the parents with statistics, Invite someone to the meetings, Buy an ad for baseball team, Disseminating flyers about charter schools, Write an editorial in the local newspaper,

How can we inform others about Inspire charter school?

Provide tours to charter schools that are already up & running to interested parties, Brochures, Talk about it, Picnic, Webinars, Billboards, Virtual tours, Radio, Conference calls, speaking at public service and community service, Organizations and Churches, Sororities and Fraternities, At dinner table, TV, Social media, get bumper stickers, Newspaper,

How do we ensure that Inspire is Diverse?

Talk diversity, make it part of the schools policy and core value, that discrimination is not tolerated, Spanish, be great, Advertise job positions, Market to diverse groups, Try to create a positive association with all the schools in the area that has diverse student body, Diverse teaching staff, Set percentage target, corporate sponsors, Have a diverse board, Diversity the word being a part of the mission statement,

How can we best recruit students?

Do an informational at boys and girls club, YMCA, KSchool assembly to educate students about charter schools, Contact real estate agents, Participate in local street festival, Down at the detention center, Radio ads, Boost the athlete program including competition cheer company, Applications, social media, instagram, Harlem shake, ads for kids, Tell the children they will have free ice creams and hot dogs every day, Contact social worker, probations officers, welfare officials, truancy officers, so that they can give the information to families, Picnic at river walk, Columbus park n Rec,


Questions:

When are we going to tour a charter school?

Parents should also have a dress code?

Will teachers have a dress code?

COMMUNITY MEETINGS SESSIONS SIGN IN FORMS EVIDENCE



SIGN-IN SHEET

Mississippi Membership Meeting, Tuesday, August 27, 2013	
NAME	ADDRESS, CITY & ZIP
1 Janice Ellis	
2 Allen Ellis, Sr.	
3 Eddie Hargett Jr.	
4 Rev. Kamal Kareem Jr.	
5 Dr. Dineeta Kareem	
6 Sherell Chastee	
7 Anjel Barry	
8 Dorothy Hubbard	
9 Kenneth McFarland	
10 Jackie Leach	
11 Darren Leach	
12 Sharon Wathins	

September 6, 2013

NAME	PHONE	EMAIL	PROFESSION
Jane M. Reem			
Kristi S. Wood			
Shiquita Patterson			
Debra Lancaster			
Wileen Reed			
Monique Montgomery			
Sharon Lewis			
Deidre Dumas			
Glenn L. Bailey			
Joseph Montgomery			
Edward J. Jiri			
Jo Shumake			
JACKIE STENNIS			
Nancy Sherry			
Deborah Blain			
Eva Baker			
Linne Harris			
David Owen			

September 6, 2013

NAME	PHONE	EMAIL	PROFESSION
Rev. A. Roberts			
Mary Burgin			
Edward Moody			
Quinton Simpson			
Marty Turner			
Nicole Chinkscales			
Tommy PRUDE			
Vette Jamison			
Allen Ellis Sr			
Tanice Ellis			
Rev. Kamal Korneem Jr			
Shonda Ellis			
Steven & James			
Reva Williams			
Claude Simpson			
Matha Liddell			
Joe Loal			
Faith Whitlock			
Kenneth McFurlong			



Columbus Coalition for Educational Options

Charter School Planning Fellowship Dinner Sign-In Form
March 14, 2014

Print Name	Signature	Phone Number	Email Address
Katrina Ingram	<i>[Signature]</i>		
Star Mickey	<i>[Signature]</i>		
Mickey Watson	<i>[Signature]</i>		
Jane Cooper	<i>[Signature]</i>		
Angela Rodgers	<i>[Signature]</i>		
Nobhey Moody	<i>[Signature]</i>		
Edward Moody	<i>[Signature]</i>		
Christina Chuan	<i>[Signature]</i>		
Rev. Willie J. Matthews	<i>[Signature]</i>		
Robin G. Matthews	<i>[Signature]</i>		
Marie Pundit	<i>[Signature]</i>		
Marcel Ledee	<i>[Signature]</i>		
Hisha Davis	<i>[Signature]</i>		
Paula Baker	<i>[Signature]</i>		
Dennis Baker	<i>[Signature]</i>		
Johnny McDavid	<i>[Signature]</i>		
Steven L. James	<i>[Signature]</i>		
Moses James Jr.	<i>[Signature]</i>		
Ebony Williams	<i>[Signature]</i>		
Jackie Leach	<i>[Signature]</i>		
Quetta Williams	<i>[Signature]</i>		
Angela Claude Simpson	<i>[Signature]</i>		
Mary Leach	<i>[Signature]</i>		

[illegible]

STUDENTS INTENT TO ENROLL APPLICATIONS FORMS



The Columbus Coalition for Educational Options – CCEO
Email us at: moreparentoptions@gmail.com

STUDENT ENROLLMENT FORM

-2-

The *Columbus Coalition for Educational Options* (CCEO) is taking applications for Grades **K- 3 and Freshman/9th Grade Academy (for Boys Academy and Girls Academy)** from parents who may be interested in enrolling their child/children in **INSPIRE STEM & ARTS SCHOLARS ACADEMY CHARTER SCHOOL** (Columbus, Mississippi). This confidential Intent to Enroll Form is used to demonstrate interest in having your child enroll. Signing this Intent to Enroll does not obligate the student to attend the planned charter school nor does it guarantee admission. However, parents/legal guardians who sign this Intent to Enroll are indicating a sincere desire to enroll their child/children in this school in the event that the *Mississippi Charter School Authorizer Board* approves the applicant's proposal to open in the Fall of 2014. Parents and guardians should understand that the *Mississippi Charter School Authorizer Board* must vote to approve any new charter school wanting to open in Mississippi and such vote has not yet occurred for the school referenced herein. Charter School applications are due to the *Mississippi Charter School Authorizer Board* January 2014. Charter proposals are due March 14, 2014.

School Information		
School Name: Inspire STEM & Arts Scholars Academy Charter School		
Grades Served: K-3 & Freshman/9th Grade Academy (Boys Academy & Girls Academy)		
Proposed Regional Location: Columbus, Mississippi		
Anticipated Opening Date: August 2014	Contact Person: Darren Leach/Phone: (662) 251-5584	
Parent/Legal Guardian Information		
Parents/Legal Guardian's Name(s): Christina Leach		
Parent's Primary Phone Num	ternate Phone Number	
Parent's Email Address:		
Student(s) Home Address:		
Street Address		
City	State	Zip Code:
Student(s) Information		
Please list each child of whom you are interested in enrolling in Columbus Charter School.		
Student's Name: Zej Ahan C Leach	Age: 6	Grade Fall 2014: K
Student's Name:	Age:	Grade Fall 2014:
Student's Name:	Age:	Grade Fall 2014:
Parent/Legal Guardian (Print Name): Christina Leach		
Parent Legal Guardian (Signature): Christina Leach		Date: 3/13/2014

Parents must live in the attendance area for Columbus City Schools in order to apply for admission to Inspire Charter School. To learn more about the CCEO, visit: www.cceofoundation.org.



The Columbus Coalition for Educational Options – CCEO
Email us at: moreparentoptions@gmail.com

STUDENT ENROLLMENT FORM

-2-

The *Columbus Coalition for Educational Options* (CCEO) is taking applications for Grades **K- 3 and Freshman/9th Grade Academy (for Boys Academy and Girls Academy)** from parents who may be interested in enrolling their child/children in **INSPIRE STEM & ARTS SCHOLARS ACADEMY CHARTER SCHOOL** (Columbus, Mississippi). This confidential Intent to Enroll Form is used to demonstrate interest in having your child enroll. Signing this Intent to Enroll does not obligate the student to attend the planned charter school nor does it guarantee admission. However, parents/legal guardians who sign this Intent to Enroll are indicating a sincere desire to enroll their child/children in this school in the event that the *Mississippi Charter School Authorizer Board* approves the applicant's proposal to open in the Fall of 2014. Parents and guardians should understand that the *Mississippi Charter School Authorizer Board* must vote to approve any new charter school wanting to open in Mississippi and such vote has not yet occurred for the school referenced herein. Charter School applications are due to the *Mississippi Charter School Authorizer Board* January 2014. Charter proposals are due March 14, 2014.

School Information		
School Name: Inspire STEM & Arts Scholars Academy Charter School		
Grades Served: K-3 & Freshman/9th Grade Academy (Boys Academy & Girls Academy)		
Proposed Regional Location: Columbus, Mississippi		
Anticipated Opening Date: August 2014	Contact Person: Darren Leach/Phone: (662) 251-5584	
Parent/Legal Guardian Information		
Parents/Legal Guardian's Name(s): Christina Leach		
Parent's Primary Phone Number:	ternate Phone Number:	
Parent's Email Address:		
Student(s) Home Address:		
Street Address:		
City:	Stat:	Zip Code:
Student(s) Information		
Please list each child of whom you are interested in enrolling in Columbus Charter School.		
Student's Name: Zaiah Johnson	Age: 7	Grade Fall 2014: 1st 2nd
Student's Name:	Age:	Grade Fall 2014:
Student's Name:	Age:	Grade Fall 2014:

Parent/Legal Guardian (Print Name):

Parent Legal Guardian (Signature):

Date: **3/13/2014**

Parents must live in the attendance area for Columbus City Schools in order to apply for admission to Inspire Charter School. To learn more about the CCEO, visit: www.cceofoundation.org.



The Columbus Coalition for Educational Options – CCEO
Email us at: moreparentoptions@gmail.com

STUDENT ENROLLMENT FORM

-2-

The *Columbus Coalition for Educational Options* (CCEO) is taking applications for Grades **K- 3 and Freshman/9th Grade Academy (for Boys Academy and Girls Academy)** from parents who may be interested in enrolling their child/children in **INSPIRE STEM & ARTS SCHOLARS ACADEMY CHARTER SCHOOL** (Columbus, Mississippi). This confidential Intent to Enroll Form is used to demonstrate interest in having your child enroll. Signing this Intent to Enroll does not obligate the student to attend the planned charter school nor does it guarantee admission. However, parents/legal guardians who sign this Intent to Enroll are indicating a sincere desire to enroll their child/children in this school in the event that the *Mississippi Charter School Authorizer Board* approves the applicant's proposal to open in the Fall of 2014. Parents and guardians should understand that the *Mississippi Charter School Authorizer Board* must vote to approve any new charter school wanting to open in Mississippi and such vote has not yet occurred for the school referenced herein. Charter School applications are due to the *Mississippi Charter School Authorizer Board* January 2014. Charter proposals are due March 14, 2014.

School Information		
School Name: Inspire STEM & Arts Scholars Academy Charter School		
Grades Served: K-3 & Freshman/9th Grade Academy (Boys Academy & Girls Academy)		
Proposed Regional Location: Columbus, Mississippi		
Anticipated Opening Date: August 2014	Contact Person: Darren Leach/Phone: (662) 251-5584	
Parent/Legal Guardian Information		
Parents/Legal Guardian's Name(s): Cedric and Kimberly Gathings		
Parent's Primary Phone Number:	Alternate Phone Number:	
Parent's Email Address:		
Student(s) Home Address:		
Street Address:		
City:	State:	Zip Code:
Student(s) Information		
Please list each child of whom you are interested in enrolling in Columbus Charter School .		
Student's Name: Cedric S. Gathings II	Age: 7	Grade Fall 2014: 2nd
Student's Name: Chase B. Gathings	Age: 5	Grade Fall 2014: K
Student's Name:	Age:	Grade Fall 2014:
Parent/Legal Guardian (Print Name): Cedric and Kimberly Gathings		
Parent Legal Guardian (Signature): Cedric and Kimberly Gathings		Date: 3/13/14

Parents must live in the attendance area for Columbus City Schools in order to apply for admission to Inspire Charter School. To learn more about the CCEO, visit: www.cceofoundation.org.



The Columbus Coalition for Educational Options – CCEO
Email us at: moreparentoptions@gmail.com

STUDENT ENROLLMENT FORM

-2-

The **Columbus Coalition for Educational Options (CCEO)** is taking applications for Grades **K- 3 and Freshman/9th Grade Academy (for Boys Academy and Girls Academy)** from parents who may be interested in enrolling their child/children in **INSPIRE STEM & ARTS SCHOLARDS ACADEMY CHARTER SCHOOL** (Columbus, Mississippi). This confidential Intent to Enroll Form is used to demonstrate interest in having your child enroll. Signing this Intent to Enroll does not obligate the student to attend the planned charter school nor does it guarantee admission. However, parents/legal guardians who sign this Intent to Enroll are indicating a sincere desire to enroll their child/children in this school in the event that the *Mississippi Charter School Authorizer Board* approves the applicant's proposal to open in the Fall of 2014. Parents and guardians should understand that the *Mississippi Charter School Authorizer Board* must vote to approve any new charter school wanting to open in Mississippi and such vote has not yet occurred for the school referenced herein. Charter School applications are due to the *Mississippi Charter School Authorizer Board* January 2014. Charter proposals are due March 14, 2014.

School Information		
School Name: Inspire STEM & Arts Scholars Academy Charter School		
Grades Served: K-3 & Freshman/9th Grade Academy (Boys Academy & Girls Academy)		
Proposed Regional Location: Columbus, Mississippi		
Anticipated Opening Date: August 2014	Contact Person: Darren Leach/Phone: (662) 251-5584	
Parent/Legal Guardian Information		
Parents/Legal Guardian's Name(s): Edward + Barbara Yeates		
Parent's Primary Phone Number:	Alternate Phone Number:	
Parent's Email Address:		
Student(s) Home Address:		
Street Address:		
City:	State: MS	Zip Code:
Student(s) Information		
Please list each child of whom you are interested in enrolling in Columbus Charter School.		
Student's Name: Faith Yeates	Age: 6	Grade Fall 2014: 2nd
Student's Name: Christian Yeates	Age: 4	Grade Fall 2014: Kinder.
Student's Name:	Age:	Grade Fall 2014:

Parent/Legal Guardian (Print Name): **Barbara Yeates**

Parent Legal Guardian (Signature): **Barbara Yeates** Date: **03 / 12 / 2014**

Parents must live in the attendance area for Columbus City Schools in order to apply for admission to Inspire Charter School. To learn more about the CCEO, visit: www.cceofoundation.org.



The Columbus Coalition for Educational Options – CCEO
Email us at: moreparentoptions@gmail.com

STUDENT ENROLLMENT FORM

-2-

The *Columbus Coalition for Educational Options* (CCEO) is taking applications for Grades **K- 3 and Freshman/9th Grade Academy (for Boys Academy and Girls Academy)** from parents who may be interested in enrolling their child/children in **INSPIRE STEM & ARTS SCHOLARDS ACADEMY CHARTER SCHOOL** (Columbus, Mississippi). This confidential Intent to Enroll Form is used to demonstrate interest in having your child enroll. Signing this Intent to Enroll does not obligate the student to attend the planned charter school nor does it guarantee admission. However, parents/legal guardians who sign this Intent to Enroll are indicating a sincere desire to enroll their child/children in this school in the event that the *Mississippi Charter School Authorizer Board* approves the applicant's proposal to open in the Fall of 2014. Parents and guardians should understand that the *Mississippi Charter School Authorizer Board* must vote to approve any new charter school wanting to open in Mississippi and such vote has not yet occurred for the school referenced herein. Charter School applications are due to the *Mississippi Charter School Authorizer Board* January 2014. Charter proposals are due March 14, 2014.

School Information		
School Name: Inspire STEM & Arts Scholars Academy Charter School		
Grades Served: K-3 & Freshman/9th Grade Academy (Boys Academy & Girls Academy)		
Proposed Regional Location: Columbus, Mississippi		
Anticipated Opening Date: August 2014	Contact Person: Darren Leach/Phone: (662) 251-5584	
Parent/Legal Guardian Information		
Parents/Legal Guardian's Name(s):		
Parent's Primary Phone Number:	Alternate Phone Number:	
Parent's Email Address:		
Student(s) Home Address:		
Street Address:		
City:	State:	Zip Code:
Student(s) Information		
Please list each child of whom you are interested in enrolling in Columbus Charter School.		
Student's Name: Zariah Johnson	Age: 7	Grade Fall 2014: 2nd
Student's Name: Zy' Ajah Leech	Age: 6	Grade Fall 2014: 1st
Student's Name:	Age:	Grade Fall 2014:

Parent/Legal Guardian (Print Name): **Christina Leach**

Parent Legal Guardian (Signature): *Christina Leach*

Date: **03/09/2014**

Parents must live in the attendance area for Columbus City Schools in order to apply for admission to Inspire Charter School. To learn more about the CCEO, visit: www.cceofoundation.org.



The Columbus Coalition for Educational Options – CCEO
 Email us at: moreparentoptions@gmail.com

STUDENT ENROLLMENT FORM

-2-

The *Columbus Coalition for Educational Options* (CCEO) is taking applications for Grades **K- 3 and Freshman/9th Grade Academy (for Boys Academy and Girls Academy)** from parents who may be interested in enrolling their child/children in **INSPIRE STEM & ARTS SCHOLARDS ACADEMY CHARTER SCHOOL** (Columbus, Mississippi). This confidential Intent to Enroll Form is used to demonstrate interest in having your child enroll. Signing this Intent to Enroll does not obligate the student to attend the planned charter school nor does it guarantee admission. However, parents/legal guardians who sign this Intent to Enroll are indicating a sincere desire to enroll their child/children in this school in the event that the *Mississippi Charter School Authorizer Board* approves the applicant's proposal to open in the Fall of 2014. Parents and guardians should understand that the *Mississippi Charter School Authorizer Board* must vote to approve any new charter school wanting to open in Mississippi and such vote has not yet occurred for the school referenced herein. Charter School applications are due to the *Mississippi Charter School Authorizer Board* January 2014. Charter proposals are due March 14, 2014.

School Information		
School Name: Inspire STEM & Arts Scholars Academy Charter School		
Grades Served: K-3 & Freshman/9th Grade Academy (Boys Academy & Girls Academy)		
Proposed Regional Location: Columbus, Mississippi		
Anticipated Opening Date: August 2014	Contact Person: Darren Leach/Phone: (662) 251-5584	
Parent/Legal Guardian Information		
Parents/Legal Guardian's Name(s): Darren and Jackie Leach		
Parent's Primary Phone Number:	Alternate Phone Number:	
Parent's Email Address:		
Student(s) Home Address:		
Street Address:		
City:	State:	Zip Code:
Student(s) Information		
Please list each child of whom you are interested in enrolling in Columbus Charter School.		
Student's Name: Matthew Leach	Age: 12	Grade Fall 2014: 8th
Student's Name:	Age:	Grade Fall 2014:
Student's Name:	Age:	Grade Fall 2014:

Parent/Legal Guardian (Print Name): **Jackie Leach**
 Parent Legal Guardian (Signature): **Jackie Leach** Date: **3/10/14**

Parents must live in the attendance area for Columbus City Schools in order to apply for admission to Inspire Charter School. To learn more about the CCEO, visit: www.cceofoundation.org.



The Columbus Coalition for Educational Options – CCEO
Email us at: moreparentoptions@gmail.com

STUDENT ENROLLMENT FORM

-2-

The *Columbus Coalition for Educational Options* (CCEO) is taking applications for Grades **K- 3 and Freshman/9th Grade Academy (for Boys Academy and Girls Academy)** from parents who may be interested in enrolling their child/children in **INSPIRE STEM & ARTS SCHOLARDS ACADEMY CHARTER SCHOOL** (Columbus, Mississippi). This confidential Intent to Enroll Form is used to demonstrate interest in having your child enroll. Signing this Intent to Enroll does not obligate the student to attend the planned charter school nor does it guarantee admission. However, parents/legal guardians who sign this Intent to Enroll are indicating a sincere desire to enroll their child/children in this school in the event that the *Mississippi Charter School Authorizer Board* approves the applicant's proposal to open in the Fall of 2014. Parents and guardians should understand that the *Mississippi Charter School Authorizer Board* must vote to approve any new charter school wanting to open in Mississippi and such vote has not yet occurred for the school referenced herein. Charter School applications are due to the *Mississippi Charter School Authorizer Board* January 2014. Charter proposals are due March 14, 2014.

School Information		
School Name: Inspire STEM & Arts Scholars Academy Charter School		
Grades Served: K-3 & Freshman/9th Grade Academy (Boys Academy & Girls Academy)		
Proposed Regional Location: Columbus, Mississippi		
Anticipated Opening Date: August 2014	Contact Person: Darren Leach/Phone: (662) 251-5584	
Parent/Legal Guardian Information		
Parents/Legal Guardian's Name(s): <u>Darren and Jackie Leach</u>		
Parent's Primary Phone Number	Alternate Phone Number	
Parent's Email Address:		
Student(s) Home Address:		
Street Address:		
City:	State:	Zip Code:
Student(s) Information		
Please list each child of whom you are interested in enrolling in Columbus Charter School.		
Student's Name: <u>Madison Leach</u>	Age: <u>9</u>	Grade Fall 2014: <u>4th</u>
Student's Name:	Age:	Grade Fall 2014:
Student's Name:	Age:	Grade Fall 2014:

Parent/Legal Guardian (Print Name): Jackie Leach

Parent Legal Guardian (Signature): Jackie Leach Date: 3 / 10 / 14

Parents must live in the attendance area for Columbus City Schools in order to apply for admission to Inspire Charter School. To learn more about the CCEO, visit: www.cceofoundation.org.



The Columbus Coalition for Educational Options – CCEO
Email us at: moreparentoptions@gmail.com

STUDENT ENROLLMENT FORM

-2-

The *Columbus Coalition for Educational Options* (CCEO) is taking applications for Grades **K- 3 and Freshman/9th Grade Academy (for Boys Academy and Girls Academy)** from parents who may be interested in enrolling their child/children in **INSPIRE STEM & ARTS SCHOLARDS ACADEMY CHARTER SCHOOL** (Columbus, Mississippi). This confidential Intent to Enroll Form is used to demonstrate interest in having your child enroll. Signing this Intent to Enroll does not obligate the student to attend the planned charter school nor does it guarantee admission. However, parents/legal guardians who sign this Intent to Enroll are indicating a sincere desire to enroll their child/children in this school in the event that the *Mississippi Charter School Authorizer Board* approves the applicant's proposal to open in the Fall of 2014. Parents and guardians should understand that the *Mississippi Charter School Authorizer Board* must vote to approve any new charter school wanting to open in Mississippi and such vote has not yet occurred for the school referenced herein. Charter School applications are due to the *Mississippi Charter School Authorizer Board* January 2014. Charter proposals are due March 14, 2014.

School Information		
School Name: Inspire STEM & Arts Scholars Academy Charter School		
Grades Served: K-3 & Freshman/9th Grade Academy (Boys Academy & Girls Academy)		
Proposed Regional Location: Columbus, Mississippi		
Anticipated Opening Date: August 2014	Contact Person: Darren Leach/Phone: (662) 251-5584	
Parent/Legal Guardian Information		
Parents/Legal Guardian's Name(s): Darren + Jackie Leach		
Parent's Primary Phone Number:	Alternate Phone Number:	
Parent's Email Address:		
Student(s) Home Address:		
Street Address:		
City:	State:	Zip Code:
Student(s) Information		
Please list each child of whom you are interested in enrolling in Columbus Charter School.		
Student's Name: Maxwell Leach	Age: 5	Grade Fall 2014: 1ST
Student's Name:	Age:	Grade Fall 2014:
Student's Name:	Age:	Grade Fall 2014:

Parent/Legal Guardian (Print Name): **Darren Leach**

Parent Legal Guardian (Signature): Date: **3/7/2014**

Parents must live in the attendance area for Columbus City Schools in order to apply for admission to Inspire Charter School. To learn more about the CCEO, visit: www.cceofoundation.org.



The Columbus Coalition for Educational Options – CCEO
 Email us at: moreparentoptions@gmail.com

STUDENT ENROLLMENT FORM

-2-

The **Columbus Coalition for Educational Options** (CCEO) is taking applications for Grades K-8 from parents who may be interested in enrolling their child/children in **INSPIRE CHARTER SCHOOL** (Columbus, Mississippi). This confidential Intent to Enroll Form is used to demonstrate interest in having your child enroll. Signing this Intent to Enroll does not obligate the student to attend the planned charter school nor does it guarantee admission. However, parents/legal guardians who sign this Intent to Enroll are indicating a sincere desire to enroll their child/children in this school in the event that the *Mississippi Charter School Authorizer Board* approves the applicant's proposal to open in the Fall of 2014. Parents and guardians should understand that the *Mississippi Charter School Authorizer Board* must vote to approve any new charter school wanting to open in Mississippi and such vote has not yet occurred for the school referenced herein. Charter School applications are due to the *Mississippi Charter School Authorizer Board* January 2014.

School Information		
School Name: Inspire Charter School		
Grades Served: K-8		
Proposed Regional Location: Columbus, Mississippi		
Anticipated Opening Date: August 2014	Contact Person: Darren Leach/Phone: (662) 251-5584	
Parent/Legal Guardian Information		
Parents/Legal Guardian's Name(s): <u>Allan & Christina Chunn</u>		
Parent's Primary Phone Number:	Alternate Phone Number:	
Parent's Email Address:		
Student(s) Home Address:		
Street Address:		
City:	State:	Zip Code:
Student(s) Information		
Please list each child of whom you are interested in enrolling in Columbus Charter School.		
Student's Name: <u>Hunter Chunn</u>	Age: <u>9</u>	Grade Fall 2014: <u>5th grade</u>
Student's Name: <u>Michaela Chunn</u>	Age: <u>6</u>	Grade Fall 2014: <u>2nd grade</u>
Student's Name:	Age:	Grade Fall 2014:

Parent/Legal Guardian (Print Name): Christina Chunn

Parent Legal Guardian (Signature): Christina M. Chunn

Date: 11/12/13

Parents must live in the attendance area for Columbus City Schools in order to apply for admission to Inspire Charter School. To learn more about the CCEO, visit: www.cceofoundation.org.



The Columbus Coalition for Educational Options – CCEO
Email us at: moreparentoptions@gmail.com

STUDENT ENROLLMENT FORM

-2-

The *Columbus Coalition for Educational Options* (CCEO) is taking applications for **Grades K-3** from parents who may be interested in enrolling their child/children in **INSPIRE CHARTER SCHOOL** (Columbus, Mississippi). This confidential Intent to Enroll Form is used to demonstrate interest in having your child enroll. Signing this Intent to Enroll does not obligate the student to attend the planned charter school nor does it guarantee admission. However, parents/legal guardians who sign this Intent to Enroll are indicating a sincere desire to enroll their child/children in this school in the event that the *Mississippi Charter School Authorizer Board* approves the applicant's proposal to open in the Fall of 2014. Parents and guardians should understand that the *Mississippi Charter School Authorizer Board* must vote to approve any new charter school wanting to open in Mississippi and such vote has not yet occurred for the school referenced herein. Charter School applications are due to the *Mississippi Charter School Authorizer Board* January 2014.

School Information		
School Name: Inspire Charter School		
Grades Served: K-3		
Proposed Regional Location: Columbus, Mississippi		
Anticipated Opening Date: August 2014	Contact Person: Darren Leach/Phone: (662) 251-5584 Email: leach_da@yahoo.com	
Parent/Legal Guardian Information		
Parents/Legal Guardian's Name(s): <u>Morgan & Alisha Davis</u>		
Parent's Primary Phone Number:	Alternate Phone Number:	
Parent's Email Address:		
Student(s) Home Address:		
Street Address:		
City:	State:	Zip Code:
Student(s) Information		
Please list each child of whom you are interested in enrolling in Columbus Charter School.		
Student's Name: <u>Jaleal M. Davis</u>	Age: <u>7</u>	Grade Fall 2014: <u>2nd</u>
Student's Name:	Age:	Grade Fall 2014:
Student's Name:	Age:	Grade Fall 2014:

Parent/Legal Guardian (Print Name): Alisha Davis

Parent Legal Guardian (Signature): [Signature] Date: 1/23/14

Parents must live in the attendance area for Columbus City Schools in order to apply for admission to Inspire Charter School. To learn more about the CCEO, visit: www.cceofoundation.org.



The Columbus Coalition for Educational Options – CCEO
Email us at: moreparentoptions@gmail.com

STUDENT ENROLLMENT FORM

-2-

The **Columbus Coalition for Educational Options** (CCEO) is taking applications for Grades K-8 from parents who may be interested in enrolling their child/children in **INSPIRE CHARTER SCHOOL** (Columbus, Mississippi). This confidential Intent to Enroll Form is used to demonstrate interest in having your child enroll. Signing this Intent to Enroll does not obligate the student to attend the planned charter school nor does it guarantee admission. However, parents/legal guardians who sign this Intent to Enroll are indicating a sincere desire to enroll their child/children in this school in the event that the *Mississippi Charter School Authorizer Board* approves the applicant's proposal to open in the Fall of 2014. Parents and guardians should understand that the *Mississippi Charter School Authorizer Board* must vote to approve any new charter school wanting to open in Mississippi and such vote has not yet occurred for the school referenced herein. Charter School applications are due to the *Mississippi Charter School Authorizer Board* January 2014.

School Information		
School Name: Inspire Charter School		
Grades Served: K-8		
Proposed Regional Location: Columbus, Mississippi		
Anticipated Opening Date: August 2014	Contact Person: Darren Leach/Phone: (662) 251-5584	
Parent/Legal Guardian Information		
Parents/Legal Guardian's Name(s): <u>Myra J Hargston</u>		
Parent's Primary Phone Number: _____	Alternate Phone Number: _____	
Parent's Email Address: _____		
Student(s) Home Address:		
Street Address: _____		
City: _____	State: _____	Zip Code: _____
Student(s) Information		
Please list each child of whom you are interested in enrolling in Columbus Charter School.		
Student's Name: <u>Joshua Smith</u>	Age: <u>8</u>	Grade Fall 2014: <u>3rd</u>
Student's Name: _____	Age: _____	Grade Fall 2014: _____
Student's Name: _____	Age: _____	Grade Fall 2014: _____

Parent/Legal Guardian (Print Name): Myra J Hargston

Parent Legal Guardian (Signature):

Date: 11/12/13

Parents must live in the attendance area for Columbus City Schools in order to apply for admission to Inspire Charter School. To learn more about the CCEO, visit: www.cceofoundation.org.

The Columbus Coalition for Educational Options – CCEO
Email us at: moreparentoptions@gmail.com



STUDENT ENROLLMENT FORM

-2-

The *Columbus Coalition for Educational Options* (CCEO) is taking applications for Grades K-8 from parents who may be interested in enrolling their child/children in **INSPIRE CHARTER SCHOOL** (Columbus, Mississippi). This confidential Intent to Enroll Form is used to demonstrate interest in having your child enroll. Signing this Intent to Enroll does not obligate the student to attend the planned charter school nor does it guarantee admission. However, parents/legal guardians who sign this Intent to Enroll are indicating a sincere desire to enroll their child/children in this school in the event that the *Mississippi Charter School Authorizer Board* approves the applicant's proposal to open in the Fall of 2014. Parents and guardians should understand that the *Mississippi Charter School Authorizer Board* must vote to approve any new charter school wanting to open in Mississippi and such vote has not yet occurred for the school referenced herein. Charter School applications are due to the *Mississippi Charter School Authorizer Board* January 2014.

School Information		
School Name: Inspire Charter School		
Grades Served: K-8		
Proposed Regional Location: Columbus, Mississippi		
Anticipated Opening Date: August 2014	Contact Person: Darren Leach/Phone: (662) 251-5584	
Parent/Legal Guardian Information		
Parents/Legal Guardian's Name(s): <i>Ruby Jackson</i>		
Parent's Primary Phone Number:	Alternate Phone Number:	
Parent's Email Address:		
Student(s) Home Address:		
Street Address:		
City:	State:	Zip Code:
Student(s) Information		
Please list each child of whom you are interested in enrolling in Columbus Charter School.		
Student's Name: <i>John Wesley Jackson</i>	Age: <i>11</i>	Grade Fall 2014: <i>6th</i>
Student's Name:	Age:	Grade Fall 2014:
Student's Name:	Age:	Grade Fall 2014:

Parent/Legal Guardian (Print Name): *Ruby Jackson*

Parent Legal Guardian (Signature): *Ruby Jackson*

Date: *11/12/13*

Parents must live in the attendance area for Columbus City Schools in order to apply for admission to Inspire Charter School. To learn more about the CCEO, visit: www.cceofoundation.org.



The Columbus Coalition for Educational Options – CCEO
Email us at: moreparentoptions@gmail.com

STUDENT ENROLLMENT FORM

-2-

The **Columbus Coalition for Educational Options** (CCEO) is taking applications for Grades K-8 from parents who may be interested in enrolling their child/children in **INSPIRE CHARTER SCHOOL** (Columbus, Mississippi). This confidential Intent to Enroll Form is used to demonstrate interest in having your child enroll. Signing this Intent to Enroll does not obligate the student to attend the planned charter school nor does it guarantee admission. However, parents/legal guardians who sign this Intent to Enroll are indicating a sincere desire to enroll their child/children in this school in the event that the *Mississippi Charter School Authorizer Board* approves the applicant's proposal to open in the Fall of 2014. Parents and guardians should understand that the *Mississippi Charter School Authorizer Board* must vote to approve any new charter school wanting to open in Mississippi and such vote has not yet occurred for the school referenced herein. Charter School applications are due to the *Mississippi Charter School Authorizer Board* January 2014.

School Information		
School Name: Inspire Charter School		
Grades Served: K-8		
Proposed Regional Location: Columbus, Mississippi		
Anticipated Opening Date: August 2014	Contact Person: Darren Leach/Phone: (662) 251-5584	
Parent/Legal Guardian Information		
Parents/Legal Guardian's Name(s): <u>Erick & Pamela Herron</u>		
Parent's Primary Phone Number:	Alternate Phone Number:	
Parent's Email Address:		
Student(s) Home Address:		
Street Address:		
City:	State:	Zip Code:
Student(s) Information		
Please list each child of whom you are interested in enrolling in Columbus Charter School.		
Student's Name: <u>Erick L. Herron</u>	Age: <u>8</u>	Grade Fall 2014:
Student's Name: <u>Elisia L. Herron</u>	Age: <u>6</u>	Grade Fall 2014:
Student's Name:	Age:	Grade Fall 2014:

Parent/Legal Guardian (Print Name): Pamela Herron

Parent Legal Guardian (Signature): Pamela Herron

Date: 12/14/13

Parents must live in the attendance area for Columbus City Schools in order to apply for admission to Inspire Charter School. To learn more about the CCEO, visit: www.cceofoundation.org.



The Columbus Coalition for Educational Options – CCEO
Email us at: moreparentoptions@gmail.com

STUDENT ENROLLMENT FORM

-2-

The *Columbus Coalition for Educational Options* (CCEO) is taking applications for Grades **K- 3 and Freshman/9th Grade Academy (for Boys Academy and Girls Academy)** from parents who may be interested in enrolling their child/children in **INSPIRE STEM & ARTS SCHOLARDS ACADEMY CHARTER SCHOOL** (Columbus, Mississippi). This confidential Intent to Enroll Form is used to demonstrate interest in having your child enroll. Signing this Intent to Enroll does not obligate the student to attend the planned charter school nor does it guarantee admission. However, parents/legal guardians who sign this Intent to Enroll are indicating a sincere desire to enroll their child/children in this school in the event that the *Mississippi Charter School Authorizer Board* approves the applicant's proposal to open in the Fall of 2014. Parents and guardians should understand that the *Mississippi Charter School Authorizer Board* must vote to approve any new charter school wanting to open in Mississippi and such vote has not yet occurred for the school referenced herein. Charter School applications are due to the *Mississippi Charter School Authorizer Board* January 2014. Charter proposals are due March 14, 2014.

School Information		
School Name: Inspire STEM & Arts Scholars Academy Charter School		
Grades Served: K-3 & Freshman/9th Grade Academy (Boys Academy & Girls Academy)		
Proposed Regional Location: Columbus, Mississippi		
Anticipated Opening Date: August 2014	Contact Person: Darren Leach/Phone: (662) 251-5584	
Parent/Legal Guardian Information		
Parents/Legal Guardian's Name(s): <u>Michael and Martha Liddell</u>		
Parent's Primary Phone Number:	Alternate Phone Number:	
Parent's Email Address:		
Student(s) Home Address:		
Street Address:		
City:	State:	Zip Code:
Student(s) Information		
Please list each child of whom you are interested in enrolling in Columbus Charter School.		
Student's Name: <u>Benjamin Liddell</u>	Age: <u>8</u>	Grade Fall 2014: <u>3rd</u>
Student's Name:	Age:	Grade Fall 2014:
Student's Name:	Age:	Grade Fall 2014:

Parent/Legal Guardian (Print Name): Martha Liddell
 Parent Legal Guardian (Signature): Martha Liddell Date: 3/4/2014

Parents must live in the attendance area for Columbus City Schools in order to apply for admission to Inspire Charter School. To learn more about the CCEO, visit: www.cceofoundation.org.



The Columbus Coalition for Educational Options – CCEO
Email us at: moreparentoptions@gmail.com

STUDENT ENROLLMENT FORM

-2-

The *Columbus Coalition for Educational Options* (CCEO) is taking applications for Grades **K- 3 and Freshman/9th Grade Academy (for Boys Academy and Girls Academy)** from parents who may be interested in enrolling their child/children in **INSPIRE STEM & ARTS SCHOLARS ACADEMY CHARTER SCHOOL** (Columbus, Mississippi). This confidential Intent to Enroll Form is used to demonstrate interest in having your child enroll. Signing this Intent to Enroll does not obligate the student to attend the planned charter school nor does it guarantee admission. However, parents/legal guardians who sign this Intent to Enroll are indicating a sincere desire to enroll their child/children in this school in the event that the *Mississippi Charter School Authorizer Board* approves the applicant's proposal to open in the Fall of 2014. Parents and guardians should understand that the *Mississippi Charter School Authorizer Board* must vote to approve any new charter school wanting to open in Mississippi and such vote has not yet occurred for the school referenced herein. Charter School applications are due to the *Mississippi Charter School Authorizer Board* January 2014. Charter proposals are due March 14, 2014.

School Information		
School Name: Inspire STEM & Arts Scholars Academy Charter School		
Grades Served: K-3 & Freshman/9th Grade Academy (Boys Academy & Girls Academy)		
Proposed Regional Location: Columbus, Mississippi		
Anticipated Opening Date: August 2014	Contact Person: Darren Leach/Phone: (662) 251-5584	
Parent/Legal Guardian Information		
Parents/Legal Guardian's Name(s): Myesha Johnson		
Parent's Primary Phone Number	Alternate Phone Number	
Parent's Email Address:		
Student(s) Home Address:		
Street Address:		
City:	State:	Zip Code:
Student(s) Information		
Please list each child of whom you are interested in enrolling in Columbus Charter School.		
Student's Name: Jatavious Williams	Age: 15	Grade Fall 2014: 8th
Student's Name:	Age:	Grade Fall 2014:
Student's Name:	Age:	Grade Fall 2014:

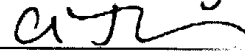
Parent/Legal Guardian (Print Name): **Myesha William Johnson**
 Parent Legal Guardian (Signature): **Myesha Johnson** Date: **3/13/14**

Parents must live in the attendance area for Columbus City Schools in order to apply for admission to Inspire Charter School. To learn more about the CCEO, visit: www.cceofoundation.org.

Freshman/9th Grade Academy (for Boys Academy and Girls Academy) from parents who may be interested in enrolling their child/children in **INSPIRE STEM & ARTS SCHOLARS ACADEMY CHARTER SCHOOL** (Columbus, Mississippi). This confidential Intent to Enroll Form is used to demonstrate interest in having your child enroll. Signing this Intent to Enroll does not obligate the student to attend the planned charter school nor does it guarantee admission. However, parents/legal guardians who sign this Intent to Enroll are indicating a sincere desire to enroll their child/children in this school in the event that the *Mississippi Charter School Authorizer Board* approves the applicant's proposal to open in the Fall of 2014. Parents and guardians should understand that the *Mississippi Charter School Authorizer Board* must vote to approve any new charter school wanting to open in Mississippi and such vote has not yet occurred for the school referenced herein. Charter School applications are due to the *Mississippi Charter School Authorizer Board* January 2014. Charter proposals are due March 14, 2014.

School Information		
School Name: Inspire STEM & Arts Scholars Academy Charter School		
Grades Served: K-3 & Freshman/9th Grade Academy (Boys Academy & Girls Academy)		
Proposed Regional Location: Columbus, Mississippi		
Anticipated Opening Date: August 2014	Contact Person: Darren Leach/Phone: (662) 251-5584	
Parent/Legal Guardian Information		
Parents/Legal Guardian's Name(s): Carina / Micael Jiggetts		
Parent's Primary Phone Number:	Alternate Phone Number:	
Parent's Email Address:		
Student(s) Home Address:		
Street Address:		
City:	State:	Zip Code:
Student(s) Information		
Please list each child of whom you are interested in enrolling in Columbus Charter School.		
Student's Name: Anthony Newland	Age: 5	Grade Fall 2014: 1st
Student's Name:	Age:	Grade Fall 2014:
Student's Name:	Age:	Grade Fall 2014:

Parent/Legal Guardian (Print Name): **Carina Jiggetts**

Parent Legal Guardian (Signature):  Date: **3/13/14**

Parents must live in the attendance area for Columbus City Schools in order to apply for admission to Inspire Charter School. To learn more about the CACS admission process, visit www.cacsmsd.org.

The Columbus Coalition for Educational Options – CCEO
 Email us at: moreparentoptions@gmail.com



STUDENT ENROLLMENT FORM

-2-

The *Columbus Coalition for Educational Options* (CCEO) is taking applications for Grades K- 3 and Freshman/9th Grade Academy (for Boys Academy and Girls Academy) from parents who may be interested in enrolling their child/children in **INSPIRE STEM & ARTS SCHOLARDS ACADEMY CHARTER SCHOOL** (Columbus, Mississippi). This confidential Intent to Enroll Form is used to demonstrate interest in having your child enroll. Signing this Intent to Enroll does not obligate the student to attend the planned charter school nor does it guarantee admission. However, parents/legal guardians who sign this Intent to Enroll are indicating a sincere desire to enroll their child/children in this school in the event that the *Mississippi Charter School Authorizer Board* approves the applicant's proposal to open in the Fall of 2014. Parents and guardians should understand that the *Mississippi Charter School Authorizer Board* must vote to approve any new charter school wanting to open in Mississippi and such vote has not yet occurred for the school referenced herein. Charter School applications are due to the *Mississippi Charter School Authorizer Board* January 2014. Charter proposals are due March 14, 2014.

School Information		
School Name: Inspire STEM & Arts Scholars Academy Charter School		
Grades Served: K-3 & Freshman/9 th Grade Academy (Boys Academy & Girls Academy)		
Proposed Regional Location: Columbus, Mississippi		
Anticipated Opening Date: August 2014	Contact Person: Darren Leach/Phone: (662) 251-5584	
Parent/Legal Guardian Information		
Parents/Legal Guardian's Name(s): <u>Mitchell and Natalie Ryan</u>		
Parent's Primary Phone Number:	Alternate Phone Number:	
Parent's Email Address:		
Student(s) Home Address:		
Street Address:		
City:	State:	Zip Code:
Student(s) Information		
Please list each child of whom you are interested in enrolling in Columbus Charter School.		
Student's Name: <u>Lillian Ryan</u>	Age: <u>5</u>	Grade Fall 2014: <u>K</u>
Student's Name:	Age:	Grade Fall 2014:
Student's Name:	Age:	Grade Fall 2014:

Parent/Legal Guardian (Print Name): Natalie Ryan

Parent Legal Guardian (Signature): Natalie Ryan Date: 03/13/2014

Parents must live in the attendance area for Columbus City Schools in order to apply for admission to Inspire Charter School. To learn more about the CCEO, visit: www.cceofoundation.org.

The Columbus Coalition for Educational Options – CCEO
 Email us at: moreparentoptions@gmail.com

STUDENT ENROLLMENT FORM

-2-

The *Columbus Coalition for Educational Options* (CCEO) is taking applications for Grades K- 3 and Freshman/9th Grade Academy (for Boys Academy and Girls Academy) from parents who may be interested in enrolling their child/children in **INSPIRE STEM & ARTS SCHOLARDS ACADEMY CHARTER SCHOOL** (Columbus, Mississippi). This confidential Intent to Enroll Form is used to demonstrate interest in having your child enroll. Signing this Intent to Enroll does not obligate the student to attend the planned charter school nor does it guarantee admission. However, parents/legal guardians who sign this Intent to Enroll are indicating a sincere desire to enroll their child/children in this school in the event that the *Mississippi Charter School Authorizer Board* approves the applicant's proposal to open in the Fall of 2014. Parents and guardians should understand that the *Mississippi Charter School Authorizer Board* must vote to approve any new charter school wanting to open in Mississippi and such vote has not yet occurred for the school referenced herein. Charter School applications are due to the *Mississippi Charter School Authorizer Board* January 2014. Charter proposals are due March 14, 2014.

School Information		
School Name: Inspire STEM & Arts Scholars Academy Charter School		
Grades Served: K-3 & Freshman/9th Grade Academy (Boys Academy & Girls Academy)		
Proposed Regional Location: Columbus, Mississippi		
Anticipated Opening Date: August 2014	Contact Person: Darren Leach/Phone: (662) 251-5584	
Parent/Legal Guardian Information		
Parents/Legal Guardian's Name(s): Justin Davison & Stacy Davison		
Parent's Primary Phone Number:	Alternate Phone Number:	
Parent's Email Address:		
Student(s) Home Address:		
Street Address:		
City:	State:	Zip Code:
Student(s) Information		
Please list each child of whom you are interested in enrolling in Columbus Charter School.		
Student's Name: Lucas Davison	Age: 4	Grade Fall 2014: 4 year Pre K
Student's Name: Morgan Davison	Age: 8	Grade Fall 2014: 4th
Student's Name:	Age:	Grade Fall 2014:

Parent/Legal Guardian (Print Name): **Stacy Davison**

Parent Legal Guardian (Signature): **Stacy Davison** Date: **3/13/2014**

Parents must live in the attendance area for Columbus City Schools in order to apply for admission to Inspire Charter School. To learn more about the CCEO, visit: www.cceofoundation.org.



The Columbus Coalition for Educational Options – CCEO
Email us at: moreparentoptions@gmail.com

STUDENT ENROLLMENT FORM

-2-

The *Columbus Coalition for Educational Options* (CCEO) is taking applications for Grades K- 3 and Freshman/9th Grade Academy (for Boys Academy and Girls Academy) from parents who may be interested in enrolling their child/children in **INSPIRE STEM & ARTS SCHOLARS ACADEMY CHARTER SCHOOL** (Columbus, Mississippi). This confidential Intent to Enroll Form is used to demonstrate interest in having your child enroll. Signing this Intent to Enroll does not obligate the student to attend the planned charter school nor does it guarantee admission. However, parents/legal guardians who sign this Intent to Enroll are indicating a sincere desire to enroll their child/children in this school in the event that the *Mississippi Charter School Authorizer Board* approves the applicant's proposal to open in the Fall of 2014. Parents and guardians should understand that the *Mississippi Charter School Authorizer Board* must vote to approve any new charter school wanting to open in Mississippi and such vote has not yet occurred for the school referenced herein. Charter School applications are due to the *Mississippi Charter School Authorizer Board* January 2014. Charter proposals are due March 14, 2014.

School Information		
School Name: Inspire STEM & Arts Scholars Academy Charter School		
Grades Served: K-3 & Freshman/9th Grade Academy (Boys Academy & Girls Academy)		
Proposed Regional Location: Columbus, Mississippi		
Anticipated Opening Date: August 2014	Contact Person: Darren Leach/Phone: (662) 251-5584	
Parent/Legal Guardian Information		
Parents/Legal Guardian's Name(s): Syretta Johnson		
Parent's Primary Phone Number	Alternate Phone Number:	
Parent's Email Address:		
Student(s) Home Address:		
Street Address:		
City:	State:	Zip Code:
Student(s) Information		
Please list each child of whom you are interested in enrolling in Columbus Charter School.		
Student's Name: Antonio Taylor	Age: 9	Grade Fall 2014:
Student's Name:	Age:	Grade Fall 2014:
Student's Name:	Age:	Grade Fall 2014:

Parent/Legal Guardian (Print Name): **Syretta A. Johnson**
 Parent Legal Guardian (Signature): *[Signature]* Date: **3/13/2014**

Parents must live in the attendance area for Columbus City Schools in order to apply for admission to Inspire Charter School. To learn more about the CCEO, visit: www.cceofoundation.org.



The Columbus Coalition for Educational Options – CCEO
Email us at: moreparentoptions@gmail.com

STUDENT ENROLLMENT FORM

-2-

The *Columbus Coalition for Educational Options* (CCEO) is taking applications for Grades **K- 3 and Freshman/9th Grade Academy (for Boys Academy and Girls Academy)** from parents who may be interested in enrolling their child/children in **INSPIRE STEM & ARTS ^{Scholar} SCHOLARS ACADEMY CHARTER SCHOOL** (Columbus, Mississippi). This confidential Intent to Enroll Form is used to demonstrate interest in having your child enroll. Signing this Intent to Enroll does not obligate the student to attend the planned charter school nor does it guarantee admission. However, parents/legal guardians who sign this Intent to Enroll are indicating a sincere desire to enroll their child/children in this school in the event that the *Mississippi Charter School Authorizer Board* approves the applicant's proposal to open in the Fall of 2014. Parents and guardians should understand that the *Mississippi Charter School Authorizer Board* must vote to approve any new charter school wanting to open in Mississippi and such vote has not yet occurred for the school referenced herein. Charter School applications are due to the *Mississippi Charter School Authorizer Board* January 2014. Charter proposals are due March 14, 2014.

School Information		
School Name: Inspire STEM & Arts Scholars Academy Charter School		
Grades Served: K-3 & Freshman/9th Grade Academy (Boys Academy & Girls Academy)		
Proposed Regional Location: Columbus, Mississippi		
Anticipated Opening Date: August 2014	Contact Person: Darren Leach/Phone: (662) 251-5584	
Parent/Legal Guardian Information		
Parents/Legal Guardian's Name(s): E Frem Coleman		
Parent's Primary Phone Number:	Alternate Phone Number:	
Parent's Email Address:		
Student(s) Home Address:		
Street Address:		
City:	State:	Zip Code:
Student(s) Information		
Please list each child of whom you are interested in enrolling in Columbus Charter School.		
Student's Name: Faith Coleman	Age: 11	Grade Fall 2014: 6th
Student's Name:	Age:	Grade Fall 2014:
Student's Name:	Age:	Grade Fall 2014:

Parent/Legal Guardian (Print Name): **E Frem Coleman**

Parent Legal Guardian (Signature): **E Frem Coleman** Date: **3/13/14**

Parents must live in the attendance area for Columbus City Schools in order to apply for admission to Inspire Charter School. To learn more about the CCEO, visit: www.cceofoundation.org.



The Columbus Coalition for Educational Options – CCEO
Email us at: moreparentoptions@gmail.com

STUDENT ENROLLMENT FORM

-2-

The *Columbus Coalition for Educational Options* (CCEO) is taking applications for Grades **K- 3 and Freshman/9th Grade Academy (for Boys Academy and Girls Academy)** from parents who may be interested in enrolling their child/children in **INSPIRE STEM & ARTS SCHOLARS ACADEMY CHARTER SCHOOL** (Columbus, Mississippi). This confidential Intent to Enroll Form is used to demonstrate interest in having your child enroll. Signing this Intent to Enroll does not obligate the student to attend the planned charter school nor does it guarantee admission. However, parents/legal guardians who sign this Intent to Enroll are indicating a sincere desire to enroll their child/children in this school in the event that the *Mississippi Charter School Authorizer Board* approves the applicant's proposal to open in the Fall of 2014. Parents and guardians should understand that the *Mississippi Charter School Authorizer Board* must vote to approve any new charter school wanting to open in Mississippi and such vote has not yet occurred for the school referenced herein. Charter School applications are due to the *Mississippi Charter School Authorizer Board* January 2014. Charter proposals are due March 14, 2014.

School Information		
School Name: Inspire STEM & Arts Scholars Academy Charter School		
Grades Served: K-3 & Freshman/9th Grade Academy (Boys Academy & Girls Academy)		
Proposed Regional Location: Columbus, Mississippi		
Anticipated Opening Date: August 2014	Contact Person: Darren Leach/Phone: (662) 251-5584	
Parent/Legal Guardian Information		
Parents/Legal Guardian's Name(s): <u>Efrem Coleman</u>		
Parent's Primary Phone Number	Alternate Phone Number:	
Parent's Email Address:		
Student(s) Home Address:		
Street Address:		
City:	State:	Zip Code:
Student(s) Information		
Please list each child of whom you are interested in enrolling in Columbus Charter School.		
Student's Name: <u>Miracle Coleman</u>	Age: <u>11</u>	Grade Fall 2014: <u>6th</u>
Student's Name:	Age:	Grade Fall 2014:
Student's Name:	Age:	Grade Fall 2014:

Parent/Legal Guardian (Print Name): Efrem Coleman

Parent Legal Guardian (Signature): Efrem Coleman Date: 3/13/14

Parents must live in the attendance area for Columbus City Schools in order to apply for admission to Inspire Charter School. To learn more about the CCEO, visit: www.cceofoundation.org.



The Columbus Coalition for Educational Options – CCEO
Email us at: moreparentoptions@gmail.com

STUDENT ENROLLMENT FORM

-2-

The **Columbus Coalition for Educational Options (CCEO)** is taking applications for Grades **K- 3 and Freshman/9th Grade Academy (for Boys Academy and Girls Academy)** from parents who may be interested in enrolling their child/children in **INSPIRE STEM & ARTS ^{Scholars} ACADEMY CHARTER SCHOOL** (Columbus, Mississippi). This confidential Intent to Enroll Form is used to demonstrate interest in having your child enroll. Signing this Intent to Enroll does not obligate the student to attend the planned charter school nor does it guarantee admission. However, parents/legal guardians who sign this Intent to Enroll are indicating a sincere desire to enroll their child/children in this school in the event that the *Mississippi Charter School Authorizer Board* approves the applicant's proposal to open in the Fall of 2014. Parents and guardians should understand that the *Mississippi Charter School Authorizer Board* must vote to approve any new charter school wanting to open in Mississippi and such vote has not yet occurred for the school referenced herein. Charter School applications are due to the *Mississippi Charter School Authorizer Board* January 2014. Charter proposals are due March 14, 2014.

School Information		
School Name: Inspire STEM & Arts Scholars Academy Charter School		
Grades Served: K-3 & Freshman/9th Grade Academy (Boys Academy & Girls Academy)		
Proposed Regional Location: Columbus, Mississippi		
Anticipated Opening Date: August 2014	Contact Person: Darren Leach/Phone: (662) 251-5584	
Parent/Legal Guardian Information		
Parents/Legal Guardian's Name(s): Latoya Williams		
Parent's Primary Phone Number:	Alternate Phone Number:	
Parent's Email Address:		
Student(s) Home Address:		
Street Address		
City:	State:	Zip Code:
Student(s) Information		
Please list each child of whom you are interested in enrolling in Columbus Charter School.		
Student's Name: Zacora Williams	Age: 12	Grade Fall 2014: 6th
Student's Name:	Age:	Grade Fall 2014:
Student's Name:	Age:	Grade Fall 2014:

Parent/Legal Guardian (Print Name): **LATOYA Williams**

Parent Legal Guardian (Signature): **Latoya Williams** Date: **3/13/14**

Parents must live in the attendance area for Columbus City Schools in order to apply for admission to Inspire Charter School. To learn more about the CCEO, visit: www.cceofoundation.org.



The Columbus Coalition for Educational Options – CCEO
Email us at: moreparentoptions@gmail.com

STUDENT ENROLLMENT FORM

-2-

The *Columbus Coalition for Educational Options* (CCEO) is taking applications for Grades **K- 3 and Freshman/9th Grade Academy (for Boys Academy and Girls Academy)** from parents who may be interested in enrolling their child/children in **INSPIRE STEM & ARTS SCHOLARS ACADEMY CHARTER SCHOOL** (Columbus, Mississippi). This confidential Intent to Enroll Form is used to demonstrate interest in having your child enroll. Signing this Intent to Enroll does not obligate the student to attend the planned charter school nor does it guarantee admission. However, parents/legal guardians who sign this Intent to Enroll are indicating a sincere desire to enroll their child/children in this school in the event that the *Mississippi Charter School Authorizer Board* approves the applicant's proposal to open in the Fall of 2014. Parents and guardians should understand that the *Mississippi Charter School Authorizer Board* must vote to approve any new charter school wanting to open in Mississippi and such vote has not yet occurred for the school referenced herein. Charter School applications are due to the *Mississippi Charter School Authorizer Board* January 2014. Charter proposals are due March 14, 2014.

School Information		
School Name: Inspire STEM & Arts Scholars Academy Charter School		
Grades Served: K-3 & Freshman/9th Grade Academy (Boys Academy & Girls Academy)		
Proposed Regional Location: Columbus, Mississippi		
Anticipated Opening Date: August 2014	Contact Person: Darren Leach/Phone: (662) 251-5584	
Parent/Legal Guardian Information		
Parents/Legal Guardian's Name(s): Latoya Williams		
Parent's Primary Phone Number:	Alternate Phone Number:	
Parent's Email Address:		
Student(s) Home Address:		
Street Address:		
City:	State:	Zip Code:
Student(s) Information		
Please list each child of whom you are interested in enrolling in Columbus Charter School.		
Student's Name: Aaleia Butler	Age: 7	Grade Fall 2014: 2nd
Student's Name:	Age:	Grade Fall 2014:
Student's Name:	Age:	Grade Fall 2014:

Parent/Legal Guardian (Print Name): **LATOYA WILLIAMS**

Parent Legal Guardian (Signature): **Latoya Williams** Date: **3/13/14**

Parents must live in the attendance area for Columbus City Schools in order to apply for admission to Inspire Charter School. To learn more about the CCEO, visit: www.cceofoundation.org.



The Columbus Coalition for Educational Options – CCEO
Email us at: moreparentoptions@gmail.com

STUDENT ENROLLMENT FORM

-2-

The *Columbus Coalition for Educational Options* (CCEO) is taking applications for Grades **K- 3 and Freshman/9th Grade Academy (for Boys Academy and Girls Academy)** from parents who may be interested in enrolling their child/children in **INSPIRE STEM & ARTS SCHOLARS ACADEMY CHARTER SCHOOL** (Columbus, Mississippi). This confidential Intent to Enroll Form is used to demonstrate interest in having your child enroll. Signing this Intent to Enroll does not obligate the student to attend the planned charter school nor does it guarantee admission. However, parents/legal guardians who sign this Intent to Enroll are indicating a sincere desire to enroll their child/children in this school in the event that the *Mississippi Charter School Authorizer Board* approves the applicant's proposal to open in the Fall of 2014. Parents and guardians should understand that the *Mississippi Charter School Authorizer Board* must vote to approve any new charter school wanting to open in Mississippi and such vote has not yet occurred for the school referenced herein. Charter School applications are due to the *Mississippi Charter School Authorizer Board* January 2014. Charter proposals are due March 14, 2014.

School Information		
School Name: Inspire STEM & Arts Scholars Academy Charter School		
Grades Served: K-3 & Freshman/9th Grade Academy (Boys Academy & Girls Academy)		
Proposed Regional Location: Columbus, Mississippi		
Anticipated Opening Date: August 2014	Contact Person: Darren Leach/Phone: (662) 251-5584	
Parent/Legal Guardian Information		
Parents/Legal Guardian's Name(s): Syretta Johnson		
Parent's Primary Phone Number	Alternate Phone Number:	
Parent's Email Address:		
Student(s) Home Address:		
Street Address:		
City:	State:	Zip Code:
Student(s) Information		
Please list each child of whom you are interested in enrolling in Columbus Charter School.		
Student's Name: Makajiah Taylor	Age: 11	Grade Fall 2014: 6th
Student's Name:	Age:	Grade Fall 2014:
Student's Name:	Age:	Grade Fall 2014:

Parent/Legal Guardian (Print Name): **Syretta Johnson**
 Parent Legal Guardian (Signature): *Syretta Johnson* Date: **3/13/2014**

Parents must live in the attendance area for Columbus City Schools in order to apply for admission to Inspire Charter School. To learn more about the CCEO, visit: www.cceofoundation.org.



The Columbus Coalition for Educational Options – CCEO
Email us at: moreparentoptions@gmail.com

STUDENT ENROLLMENT FORM

-2-

The *Columbus Coalition for Educational Options* (CCEO) is taking applications for Grades **K- 3** and **Freshman/9th Grade Academy (for Boys Academy and Girls Academy)** from parents who may be interested in enrolling their child/children in **INSPIRE STEM & ARTS SCHOLARS ACADEMY CHARTER SCHOOL** (Columbus, Mississippi). This confidential Intent to Enroll Form is used to demonstrate interest in having your child enroll. Signing this Intent to Enroll does not obligate the student to attend the planned charter school nor does it guarantee admission. However, parents/legal guardians who sign this Intent to Enroll are indicating a sincere desire to enroll their child/children in this school in the event that the *Mississippi Charter School Authorizer Board* approves the applicant's proposal to open in the Fall of 2014. Parents and guardians should understand that the *Mississippi Charter School Authorizer Board* must vote to approve any new charter school wanting to open in Mississippi and such vote has not yet occurred for the school referenced herein. Charter School applications are due to the *Mississippi Charter School Authorizer Board* January 2014. Charter proposals are due March 14, 2014.

School Information		
School Name: Inspire STEM & Arts Scholars Academy Charter School		
Grades Served: K-3 & Freshman/9th Grade Academy (Boys Academy & Girls Academy)		
Proposed Regional Location: Columbus, Mississippi		
Anticipated Opening Date: August 2014	Contact Person: Darren Leach/Phone: (662) 251-5584	
Parent/Legal Guardian Information		
Parents/Legal Guardian's Name(s): Baloy Thomas		
Parent's Primary Phone Number	Alternate Phone Number:	
Parent's Email Address:		
Student(s) Home Address:		
Street Address		
City:	State:	Zip Code:
Student(s) Information		
Please list each child of whom you are interested in enrolling in Columbus Charter School.		
Student's Name: DARRICKA MOORE	Age: 17	Grade Fall 2014: 10th
Student's Name:	Age:	Grade Fall 2014:
Student's Name:	Age:	Grade Fall 2014:

Parent/Legal Guardian (Print Name): Baloy Thomas
 Parent Legal Guardian (Signature): Baloy Thomas Date: 3/13/14

Parents must live in the attendance area for Columbus City Schools in order to apply for admission to Inspire Charter School. To learn more about the CCEO, visit: www.cceofoundation.org.



The Columbus Coalition for Educational Options – CCEO
Email us at: moreparentoptions@gmail.com

STUDENT ENROLLMENT FORM

-2-

The *Columbus Coalition for Educational Options* (CCEO) is taking applications for Grades **K- 3 and Freshman/9th Grade Academy** (for **Boys Academy and Girls Academy**) from parents who may be interested in enrolling their child/children in **INSPIRE STEM & ARTS SCHOLARS ACADEMY CHARTER SCHOOL** (Columbus, Mississippi). This confidential Intent to Enroll Form is used to demonstrate interest in having your child enroll. Signing this Intent to Enroll does not obligate the student to attend the planned charter school nor does it guarantee admission. However, parents/legal guardians who sign this Intent to Enroll are indicating a sincere desire to enroll their child/children in this school in the event that the *Mississippi Charter School Authorizer Board* approves the applicant's proposal to open in the Fall of 2014. Parents and guardians should understand that the *Mississippi Charter School Authorizer Board* must vote to approve any new charter school wanting to open in Mississippi and such vote has not yet occurred for the school referenced herein. Charter School applications are due to the *Mississippi Charter School Authorizer Board* January 2014. Charter proposals are due March 14, 2014.

School Information		
School Name: Inspire STEM & Arts Scholars Academy Charter School		
Grades Served: K-3 & Freshman/9th Grade Academy (Boys Academy & Girls Academy)		
Proposed Regional Location: Columbus, Mississippi		
Anticipated Opening Date: August 2014	Contact Person: Darren Leach/Phone: (662) 251-5584	
Parent/Legal Guardian Information		
Parents/Legal Guardian's Name(s): Yetta Thomas		
Parent's Primary Phone Number:	Alternate Phone Number:	
Parent's Email Address:		
Student(s) Home Address:		
Street Address:		
City:	State:	Zip Code:
Student(s) Information		
Please list each child of whom you are interested in enrolling in Columbus Charter School.		
Student's Name: Rickey Johnson	Age: 14	Grade Fall 2014: 7th
Student's Name:	Age:	Grade Fall 2014:
Student's Name:	Age:	Grade Fall 2014:

Parent/Legal Guardian (Print Name): **Yetta D. Thomas**
 Parent Legal Guardian (Signature): **Yetta D. Thomas** Date: **3/13/14**

Parents must live in the attendance area for Columbus City Schools in order to apply for admission to Inspire Charter School. To learn more about the CCEO, visit: www.cceofoundation.org.



The Columbus Coalition for Educational Options – CCEO
Email us at: moreparentoptions@gmail.com

STUDENT ENROLLMENT FORM

-2-

The *Columbus Coalition for Educational Options* (CCEO) is taking applications for Grades **K- 3 and Freshman/9th Grade Academy (for Boys Academy and Girls Academy)** from parents who may be interested in enrolling their child/children in **INSPIRE STEM & ARTS ^{Scholar} SCHOLARS ACADEMY CHARTER SCHOOL** (Columbus, Mississippi). This confidential Intent to Enroll Form is used to demonstrate interest in having your child enroll. Signing this Intent to Enroll does not obligate the student to attend the planned charter school nor does it guarantee admission. However, parents/legal guardians who sign this Intent to Enroll are indicating a sincere desire to enroll their child/children in this school in the event that the *Mississippi Charter School Authorizer Board* approves the applicant's proposal to open in the Fall of 2014. Parents and guardians should understand that the *Mississippi Charter School Authorizer Board* must vote to approve any new charter school wanting to open in Mississippi and such vote has not yet occurred for the school referenced herein. Charter School applications are due to the *Mississippi Charter School Authorizer Board* January 2014. Charter proposals are due March 14, 2014.

School Information		
School Name: Inspire STEM & Arts Scholars Academy Charter School		
Grades Served: K-3 & Freshman/9th Grade Academy (Boys Academy & Girls Academy)		
Proposed Regional Location: Columbus, Mississippi		
Anticipated Opening Date: August 2014	Contact Person: Darren Leach/Phone: (662) 251-5584	
Parent/Legal Guardian Information		
Parents/Legal Guardian's Name(s): M Vesha Johnson		
Parent's Primary Phone Number	Alternate Phone Number:	
Parent's Email Address:		
Student(s) Home Address:		
Street Address:		
City:	State:	Zip Code:
Student(s) Information		
Please list each child of whom you are interested in enrolling in Columbus Charter School.		
Student's Name: Jamya Johnson	Age: 8	Grade Fall 2014: 2nd
Student's Name:	Age:	Grade Fall 2014:
Student's Name:	Age:	Grade Fall 2014:

Parent/Legal Guardian (Print Name): **Myesha Williams Johnson**
 Parent Legal Guardian (Signature): *Myesha Johnson* Date: **3/13/14**

Parents must live in the attendance area for Columbus City Schools in order to apply for admission to Inspire Charter School. To learn more about the CCEO, visit: www.cceofoundation.org.



The Columbus Coalition for Educational Options – CCEO
Email us at: moreparentoptions@gmail.com

STUDENT ENROLLMENT FORM

-2-

The *Columbus Coalition for Educational Options* (CCEO) is taking applications for Grades **K- 3 and Freshman/9th Grade Academy (for Boys Academy and Girls Academy)** from parents who may be interested in enrolling their child/children in **INSPIRE STEM & ARTS SCHOLARS ACADEMY CHARTER SCHOOL** (Columbus, Mississippi). This confidential Intent to Enroll Form is used to demonstrate interest in having your child enroll. Signing this Intent to Enroll does not obligate the student to attend the planned charter school nor does it guarantee admission. However, parents/legal guardians who sign this Intent to Enroll are indicating a sincere desire to enroll their child/children in this school in the event that the *Mississippi Charter School Authorizer Board* approves the applicant's proposal to open in the Fall of 2014. Parents and guardians should understand that the *Mississippi Charter School Authorizer Board* must vote to approve any new charter school wanting to open in Mississippi and such vote has not yet occurred for the school referenced herein. Charter School applications are due to the *Mississippi Charter School Authorizer Board* January 2014. Charter proposals are due March 14, 2014.

School Information		
School Name: Inspire STEM & Arts Scholars Academy Charter School		
Grades Served: K-3 & Freshman/9th Grade Academy (Boys Academy & Girls Academy)		
Proposed Regional Location: Columbus, Mississippi		
Anticipated Opening Date: August 2014	Contact Person: Darren Leach/Phone: (662) 251-5584	
Parent/Legal Guardian Information		
Parents/Legal Guardian's Name(s): Myesha Johnson		
Parent's Primary Phone Number:	Alternate Phone Number:	
Parent's Email Address:		
Student(s) Home Address:		
Street Address:		
City:	State:	Zip Code:
Student(s) Information		
Please list each child of whom you are interested in enrolling in Columbus Charter School.		
Student's Name: Marlon Johnson	Age: 14	Grade Fall 2014: 7th
Student's Name:	Age:	Grade Fall 2014:
Student's Name:	Age:	Grade Fall 2014:

Parent/Legal Guardian (Print Name): **Myesha William Johnson**
 Parent Legal Guardian (Signature): *Myesha Johnson* Date: **3/13/14**

Parents must live in the attendance area for Columbus City Schools in order to apply for admission to Inspire Charter School. To learn more about the CCEO, visit: www.cceofoundation.org.

ATTACHMENT C

| “STEM & ARTS Scholars Academy, “Where Dreams Soar” |

“Be the Change You Wish to See in the World.” – Gandhi



The Columbus Coalition for Educational Options – CCEO
Email us at: moreparentoptions@gmail.com

STUDENT ENROLLMENT FORM

-2-

The *Columbus Coalition for Educational Options* (CCEO) is taking applications for Grades **K- 3 and Freshman/9th Grade Academy (for Boys Academy and Girls Academy)** from parents who may be interested in enrolling their child/children in **INSPIRE STEM & ARTS SCHOLARS ACADEMY CHARTER SCHOOL** (Columbus, Mississippi). This confidential Intent to Enroll Form is used to demonstrate interest in having your child enroll. Signing this Intent to Enroll does not obligate the student to attend the planned charter school nor does it guarantee admission. However, parents/legal guardians who sign this Intent to Enroll are indicating a sincere desire to enroll their child/children in this school in the event that the *Mississippi Charter School Authorizer Board* approves the applicant's proposal to open in the Fall of 2014. Parents and guardians should understand that the *Mississippi Charter School Authorizer Board* must vote to approve any new charter school wanting to open in Mississippi and such vote has not yet occurred for the school referenced herein. Charter School applications are due to the *Mississippi Charter School Authorizer Board* January 2014. Charter proposals are due March 14, 2014.

School Information		
School Name: Inspire STEM & Arts Scholars Academy Charter School		
Grades Served: K-3 & Freshman/9th Grade Academy (Boys Academy & Girls Academy)		
Proposed Regional Location: Columbus, Mississippi		
Anticipated Opening Date: August 2014	Contact Person: Darren Leach/Phone: (662) 251-5584	
Parent/Legal Guardian Information		
Parents/Legal Guardian's Name(s): <u>Myesha Johnson</u>		
Parent's Primary Phone Numl	Alternate Phone Numbe	
Parent's Email Address:		
Student(s) Home Address:		
Street Address:		
City:	State:	Zip Code:
Student(s) Information		
Please list each child of whom you are interested in enrolling in Columbus Charter School.		
Student's Name: <u>Marlon Johnson</u>	Age: <u>14</u>	Grade Fall 2014: <u>7th</u>
Student's Name:	Age:	Grade Fall 2014:
Student's Name:	Age:	Grade Fall 2014:

Parent/Legal Guardian (Print Name): Myesha William Johnson
 Parent Legal Guardian (Signature): Myesha Johnson Date: 3/13/14

Parents must live in the attendance area for Columbus City Schools in order to apply for admission to Inspire Charter School. To learn more about the CCEO, visit: www.cceofoundation.org.

ATTACHMENT C

| “STEM & ARTS Scholars Academy, “Where Dreams Soar” |

“Be the Change You Wish to See in the World.” – Gandhi

SCHOOL DISCIPLINE POLICY

INSPIRE CHARTER SCHOOL DISCIPLINE POLICY

Disciplinary Policies

The principal will be in charge of discipline in the school. Teachers will be expected to use best practices classroom management techniques, but will make referrals to the principal to handle discipline problems. Parents, students, and school staff will be considered members of a team; working together to create a learning environment that fosters the development of democratic ideals. This goal can best be accomplished by avoiding extremes of too much or too little discipline and by allowing the student to assume increasing responsibility for his/her individual behavior.

Teachers and students should promote tolerance for the views of others, as well as for the rights of an individual to form and hold different opinions and beliefs. However, every right has its limitations. The freedom of an individual or group to exercise rights stops when that exercise infringes upon the rights of others. Since the legitimate rights of individuals may be in conflict, it is necessary to recognize that rights must be balanced to protect as many persons as possible.

Each student has a right to an education. Discipline will be administered in conjunction with the home and will be designed to produce behavioral changes that will enable students to develop self-discipline. Parents have the right to be informed of any disciplinary action implemented and teachers will contact parents as soon as possible of the action taken. In the event that a conference between the principal, parents and/or teacher is necessary, every effort should be made to hold the conference within twenty-four (24) hours.

Unexcused absences and trancies will be addressed within the State of Tennessee Department of Education rules regarding such.

General School Conduct

General school conduct guidelines apply to student conduct throughout the school day on school grounds before and after school hours, during travel to and from school and at all school sponsored activities (including summer school).

Students shall not:

- Engage, on or off school grounds, in any unlawful activity that constitutes an interference with school purposes or an educational function.
- Aid, assist or conspire with another person to violate student conduct rules or state or federal law.
- Violate a school rule, and/or a state or federal law.
- Engage in pranks or other behaviors that could result in harm to another person.

Merit/Demerit System

To help foster a strong school culture focused on scholarship, the school will implement a merit/demerit system. To encourage positive behavior, students will earn merits. Students will earn merits for positive choices, such as demonstrating the school's values of scholarship, discipline and teamwork, and going above and beyond expectations. Merits will provide students with a tangible incentive for good decisions

and will help students internalize the school's belief that when students make good choices, good things happen. Through the accumulation of merits, students will be able to earn privileges – for example, uniform modifications, lunch in an alternate location and public recognition, as well as leadership opportunities. Students will earn demerits for minor infractions – for example, being unprepared for class, chewing gum or not following directions. Demerits will serve to remind students of the school's expectations and provide them an opportunity to correct their behavior. Both merits and demerits will be tracked by students, teachers and the principal with the use of a system that will track rewards and penalties. The status of students will also be shared with parents/guardians on a regular basis.

Hierarchy of Consequences

Step 1. Verbal warning: Issued to the student stating that his/her performance is unacceptable and that behavior should be modified to be acceptable. Verbal warnings will be limited to three per quarter.

Step 2. 1st Written reprimand: Issued to the student with an automatic referral to the principal's office. The principal will counsel the student on proper behavior.

Step 3. 2nd Written reprimand: Issued to the student with an automatic referral to the principal's office and notification to parents. A written parental response will be required.

Step 4. 3rd Written reprimand. A parental conference will be required.

Step 5. Probation: Student will have a trial period for 6 weeks, during which time no further infractions are expected to occur. School staff will communicate the student's behavior status to parents each week during this period.

Step 6. Disciplinary referral: If a student commits an infraction during the probation period, he/she will be referred for disciplinary action.

Steps 7, 8 and 9. Disciplinary action: 7. Student will receive a one-day suspension for the first infraction during probation, 8. a three day suspension for the second infraction during probation and a 9. Five-day suspension for the third infraction during probation. Suspensions can only be cleared with a principal/parent conference.

Step 10. If unacceptable behavior continues, the student will be recommended for termination.

Depending on the severity of the infraction, consequences can occur at any step in the hierarchy. The minimum step in the hierarchy is noted below. The remaining steps will be followed if further infractions occur. Any action that could result in criminal charges will be grounds for immediate expulsion.

Infractions and Consequences

Possession of igniting materials: Possessing a lighter, matches, fireworks, etc. on school property.
Minimum: Step 3-Written Reprimand/Parental Response

Arson: Using a lighter, matches or other materials to ignite and damage school property or the personal property of others. Minimum: Step 10-Termination

Assault: Physically attacking a staff member or another student.

Minimum: Step 10-Termination

Assault: Physically attacking another student.

Minimum: Step 8 – Three day suspension

Bullying: Intimidating or threatening a staff member or another student-by any means, including cyberspace methods. Minimum: Step 5 -Probation

Bomb Threats: Falsely reporting the presence of a bomb or other destructive materials.

Minimum: Step 5-Probation

Drug/Alcohol: Possessing, using or transmitting alcohol/drugs on school property.

Minimum: Step 10-Termination

Electronic Devices: Using an unauthorized electronic device during class.

Minimum: Step 1-Verbal warning and confiscation of item

Extortion: Obtaining or attempting to obtain monies by use of violence or threats.

Minimum: Step 8 – Three day suspension

Setting of a false fire alarm: Minimum: Step 4-Written Reprimand/Parental Conference

Forgery/Cheating: Altering official school documents.

Minimum: Step 4- Written Reprimand/Parental Conference

Cheating on a test. Minimum: Step 1-Verbal Warning and “0” grade

Gambling: Playing any games in which money or valuables may be won or lost.

Minimum: Step 2-Written Reprimand

Insubordination: Exhibiting disruptive behavior or failure to obey, follow, or carry out a request to follow rules and regulations by school staff. Minimum: Step 1-Verbal Warning

Failing to follow the dress code: Minimum: Step 1-Verbal Warning

Molesting: Taking personal liberties with and/or inappropriate touching of a staff member or another student. Minimum: Step 10-Termination

Sexual Harassment/Misconduct: Displaying inappropriate verbal or physical conduct of a sexual nature. Minimum: Step 5-Probation

Theft: Taking possession of someone else's property.

Minimum: Step 3- Written Reprimand/Parental Response

Tobacco: Possessing or using any type of tobacco.

Minimum: Step 3- Written Reprimand/Parental Response

Vandalism: Destroying damaging or defacing of school or personal property.

Minimum: Step 5-Probation

Verbal Abuse: Using profanity, disrespectful language, gestures, and ethnic/racial slurs.

Minimum: Minimum: Step 3- Written Reprimand/Parental Response

Weapons: Possessing a firearm or object which can be reasonably considered a weapon.

Minimum: Step 10-Termination

The school will follow the gang prevention, intervention and enforcement guidelines outlined in 6.3102 in the MCS Student Code of Conduct.

Any student recommended for termination will be entitled to have the legal procedures provided by law followed prior to any decision being made as to the termination.

Due Process Procedures

Due process of law, as defined in Tennessee state law, is fairness. The school will implement due process as detailed below:

When a student is sent to the principal or designee for any disciplinary action or conference concerning an incident, the steps listed below must be followed. These guidelines for disciplinary action constitute a hearing for the student and represent the due process procedures that are required.

The Principal or Designee will:

- Advise the student of the charge(s).
- Advise the student of the facts on which the charge(s) are based.
- Give the student an opportunity to respond to the charge(s) and to provide his/her version. The student will be asked to give a written or verbal statement concerning the incident.
- Provide written verification of the proposed disciplinary action (including a written statement of appeal procedures) to the parent(s)/guardian within 24 hours.
- Make every effort to notify the student's parent/guardian by telephone, if action is going to be taken immediately to suspend the student based on the Code of Behavior, and provide to the school governing body written notification of the action taken.

ATTACHMENT D SCHOOL LEADER JOB DESCRIPTION

SCHOOL LEADER JOB DESCRIPTION:

The Principal or Designee will:

- Advise the student of the charge(s).
- Advise the student of the facts on which the charge(s) are based.
- Give the student an opportunity to respond to the charge(s) and to provide his/her version. The student will be asked to give a written or verbal statement concerning the incident.
- Provide written verification of the proposed disciplinary action (including a written statement of appeal procedures) to the parent(s)/guardian within 24 hours.
- Make every effort to notify the student's parent/guardian by telephone, if action is going to be taken immediately to suspend the student based on the Code of Behavior, and provide to the school governing body written notification of the action taken.

ATTACHMENT D SCHOOL LEADER JOB DESCRIPTION

SCHOOL LEADER JOB DESCRIPTION:

School Overview

INSPIRE Charter School is a tuition-free, public charter school founded to prepare at-risk students (called Scholars) grades K-6; 9-12 for success in college through curriculum in STEM, and the Arts. The ability to read fluently and communicate clearly forms the foundation of all academic disciplines at INSPIRE Charter. The educational program in and out of the classroom promotes critical thinking and analytical reasoning skills through inquiry-based teaching and learning. The learning experience at INSPIRE Charter is best characterized by cooperative accountability for scholars' success held by the scholars, teachers, parents and community advocates. The scholars will find themselves held to high academic standards and given the support necessary for their intellectual, social and emotional success. The character education program helps INSPIRE Scholars form sound habits of mind and action based on ethical and moral principles taught and discussed at every grade level and in every activity. Scholars are given a wide-range of opportunities to apply what they learn in their classroom to their own learning and exploration projects. In partnerships with several local colleges and universities, INSPIRE Charter School will develop an early college high school model to allow its scholars to earn college credit while in high school and provide scholars with college level courses and expectations.

Location: Columbus, Mississippi

Position start date: June 2014. However, after the School Leader is appointed he/she will be expected to commit substantial time in the planning and development of the school, January – June, 2014. The School Leader will be compensated for planning time.

QUALIFICATIONS/PREFERRED EXPERIENCE

Bachelor's Degree Required (STEM or Educational Area Preferred)

Candidate must also possess:

- Dedication to the education of children particularly from economically disadvantaged households and communities;
 - Business Skills developed in either a Business, Corporate or School Administrative setting
 - An innovative thinker with a strong capability for turning thoughts and ideas into tangible results
 - Experience in and appreciation for innovative practice;
 - Leadership skills that are evident through communications, presentations, hands-on educational operations and inspiration of students, parents, and faculty;
 - A strong work ethic, a sense of humor and unwavering humility;
 - Strong educational philosophy combined with practical experience in innovative practices
 - Strong problem solving skills
 - Capacity to maintain and carry through the vision and mission of the school, placing a high value on college preparatory achievement;
 - An ability to connect with a variety of constituencies and individuals, including students, faculty, parents, donors, community supporters and others
 - Demonstration of capacity to foster professionalism throughout the faculty and staff
-
- **PRIMARY RESPONSIBILITIES**
 - General day-to-day operations; and Liaison between the Staff and the Charter School Board
 - Management of academic life: setting standards, meeting city and state mandates, and leading a culture characterized by innovation, intellectual rigor and content mastery.
 - Personnel management: the School Leader will be a key leader in the selection, management, and evaluation of the personnel whose work is critical to the success of the school.
 - Public relations management: communicate often with parents, with the wider community, and certainly with the internal community.
 - Strategic planning: working closely with Founders and Board of Trustees to ensure the success of Scholar in every respect.

INSPIRE STEM & ARTS SCHOLARS ACADEMY

- The Principal will be engaged in several months of planning before the opening of the school to students and faculty in August 2014. Salary and benefits are competitive with state and national standards.
- This is a rare opportunity to lead educational reform. This is a chance to be a transformative, creative and inspirational leader, working with others whose vision for education in Mississippi is innovative, comprehensive and engaging.

MISSISSIPPI PRINCIPAL EVALUATION SYSTEM RUBRIC

Components of the Mississippi Principal Evaluation System	Professional Development and Evaluation Process of the Mississippi Principal Evaluation System
▪ <i>Measures Leadership Behavior</i>	▪ <i>Measure Professional Development Goals</i>

(30% of total score)	<ul style="list-style-type: none">• The Evaluation Process		
<ul style="list-style-type: none">▪ Measures Outcomes (70% of total score)<ul style="list-style-type: none">• Measure Students Learning Goals (50%)• Measures Organizational Goals (20%)	<ul style="list-style-type: none">- Goal Setting, Formative Conference, Val-Ed Assessment, Principal’s Pre-Summative Self Evaluation, Summary Evaluation & Professional Growth Plan		
<p>Val-Ed Assessment Rubric & Scores</p> <p>²⁹ <i>VAL-ED provides assessments of the principal’s leadership behavior based on feedback from teachers, the supervisor, and the principal himself or herself. Assessments are based on the ISLLC Standards for School Leaders. Scores fall into the following performance categories.</i></p>			
1: Below Basic	2: Basic	3: Proficient	4: Distinguished
A leader at the below basic level of proficiency exhibits learning-centered leadership behaviors at levels of effectiveness that are unlikely to influence teachers positively nor result in acceptable value-added to student achievement and social learning for students.	A leader at the basic level of proficiency exhibits learning-centered leadership behaviors at levels of effectiveness that are likely to influence teachers positively and that result in acceptable value-added to student achievement and social learning for some sub-groups of students, but not all.	A proficient leader exhibits learning-centered leadership behaviors at levels of effectiveness that are likely to influence teachers positively and result in acceptable value-added to student achievement and social learning for all students.	A distinguished leader exhibits learning-centered leadership behaviors at levels of effectiveness that are virtually certain to influence teachers positively and result in strong value-added to student achievement and social learning for all students.

ATTACHMENT E

IDENTIFIED SCHOOL LEADER RESUME AND EVIDENCE OF CAPACITY TO LEAD, PROOF OF US CITIZENSHIP

NOT APPLICABLE - SCHOOL LEADER HAS NOT BEEN IDENTIFIED.

ATTACHMENT F
LEADERSHIP TEAM JOB DESCRIPTION, RESUMES, PROOF OF
CITIZENSHIP AND EVIDENCE OF CAPACITY TO LEAD

LEADERSHIP TEAM JOB DESCRIPTIONS

ATTACHMENT F
LEADERSHIP TEAM JOB DESCRIPTION, RESUMES, PROOF OF
CITIZENSHIP AND EVIDENCE OF CAPACITY TO LEAD

LEADERSHIP TEAM JOB DESCRIPTIONS

ASSISTANT SCHOOL LEADER

About the Assistant Principal/Dean of Instruction Position

The Assistant School Leader (ASL) position facilitates a culture of constant learning for instructional staff at INSPIRE Charter School. In partnership with the ISC School Leader, the ASL will implement a professional development program to guide assigned instructional staff members in becoming master teachers. The ASL will provide and secure meaningful and relevant professional development, serve as a model teacher, and further develop systems and protocols to ensure that academic achievement and school culture consistently reflects the values and goals of INSPIRE Charter School. In addition, the ASL will collaborate with the ICS School Leader in the evaluation, modification, and development of instructional best practices. ICS will employ a STEM-Based Curriculum making it necessary for the ASL to possess a solid understanding and demonstrated results in the Math or Science arena. This position reports to the School Leader.

Key Responsibilities include, but are not limited to:

- Advise, support, and mentor individual teachers to improve instruction through:
- Consistent classroom observation and feedback
- Facilitating curriculum planning and evaluate unit and lesson plans
- Promoting continuous, high-quality assessment as a means for evaluating student achievement
- Lead staff members to achieve high performance through goal setting and evaluation
- Work with the School Leader to create a strong and comprehensive professional development program for teachers
- Manage school-wide academic programming, including course development, academic goal setting, and test scheduling
- Work with School Leader to evaluate school performance data to make recommendations for improving instructional practices
- Serve as a key member of the KIPP Denver Collegiate Leadership Team, representing the school to a variety of audiences and supporting all necessary functions for school management and success

Qualifications

- Bachelors' degree required
- At least 4 years of teaching experience, preferably in STEM related classes, and a solid record with respect to increasing academic performance of underserved students
- Experience with curriculum development and instructional methodology
- Past school administrative experience preferred
- Outstanding organizational skills and attention to detail; outstanding written and oral communication skills
- Flexibility and willingness to actively participate in school community including, but not limited to: teaching (if necessary) tutoring students, chaperoning overnight school trips, working with parents and families
- Ability to manage and thrive in an ever-evolving work environment
- Shows initiative as a problem solver and demonstrates solid teamwork
- Strong work ethic coupled with solid dependability

- Enthusiastic and passionate about children and the work of educating them
- Commitment to the belief that all students can learn

LEADERSHIP TEAM JOB DESCRIPTIONS cont.

CURRICULUM COORDINATOR / BLENDED LEARNING SPECIALIST

The Curriculum Coordinator and Blended Learning Specialist will provide curriculum and planning-based support to the Elementary and Secondary portions INSPIRE Charter School. This individual will be responsible for ensuring that instruction is characterized by rigor, thoughtfulness, and alignment to Common Core State Standards.

Key Responsibilities:

- Support schools with site-wide content planning for STEM and literacy
- Solid understanding of Blended Learning Methodology and able to integrate Blended Learning into curriculum for effective individualized instruction
- Train and orient staff members in Blended Learning systems
- Solid Technology skills and ability to integrate technology into instructional methodology and train others to do so
- Provide assistance to leadership teams based on student data and observations (feedback on unit and lesson planning)
- Attend and/or facilitate curriculum and planning meetings with school leadership teams
- Develop and facilitate professional development workshops for teachers as needed
- Facilitate the process to create supplementary materials based on student achievement data versus CCSS
- Review individual school data with leadership; provides support to determine instructional priorities
- Use school data to help develop instructional plans that close identified achievement gaps
- Help develop instructional strategies and interventions that promote student achievement through truly differentiated instruction

Qualifications:

- Strong communication – Demonstrated ability to communicate directly and sensitively with colleagues.
- Team player – A strong desire to work in a team-oriented and collaborative environment
- Reflective attitude – Open to feedback and readily reflects on personal areas of strength and growth
- Flexibility – Ability to thrive in an ever-evolving workplace
- Able to deal with difficult challenges and maintain a positive attitude
- Professional integrity – Understanding and alignment with the values and ethical standards of INSPIRE Charter School
- Previous content planning experience is preferred
- Minimum of 5+ years of teaching and/or leadership experience, required

LEADERSHIP TEAM JOB DESCRIPTIONS cont.**GUIDANCE COUNSELOR / STUDENT SERVICES**

The role of the Guidance counsellor will be two-fold. They will provide Guidance to the student and family with respect to career choices, availability and individual course of action. The second role will be to counsel. The students will face various barriers to them achieving to their highest potential. The counselor will help the students navigate the difficult waters of growth and development through the use of acceptable and best practices.

KEY RESPONSIBILITIES**GUIDANCE**

- Plans, implements and monitors a balanced comprehensive guidance and counseling program that helps students identify career objectives and develop a plan to achieve their objectives.
- Collaborates with school personnel, students and parents to plan and implement their individual career plans
- Involves all key stakeholders to promote the success of the student and advocates for the student's career development
- Accurately and without bias guides the students, and parents to plan, monitor and manage the students educational development including providing information regarding post-secondary opportunities.
- Provides guidance to the parents and student in planning and managing the student's social development

COUNSELLING

- Uses accepted theories and techniques to provide individual developmental, preventive, remedial and/or crisis counseling
- To adhere to legal, ethical, and professional standards related to counseling
- With the assistance of school personnel, interprets standardized tests results and other assessment data to guide students in individual goal setting
- Understand and adhere to school policies
- Willing to stay abreast of current professional standards of competence and practice.
- Demonstrates professional and responsible work habits
- Has excellent and professional written and oral communication and interpretation skills

Qualifications:

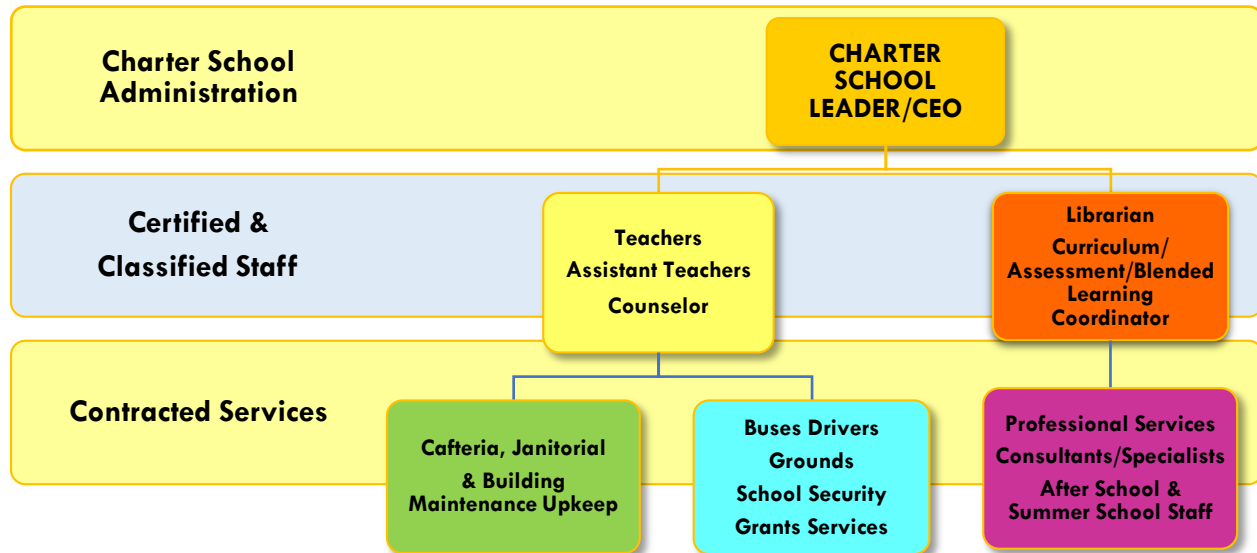
- Minimum of a Bachelor's degree in a Counseling related discipline
- Demonstrated ability to communicate effectively with students and parents
- Excellent oral and written communication skills
- Excellent listening skills
- Able to deal with difficult challenges and maintain a positive attitude
- Professional integrity – Understanding and alignment with the values and ethical standards of INSPIRE Charter School
- Previous content planning experience is preferred
- Minimum of 5 years' experience with Guidance and Counseling specifically with children

ATTACHMENT G

ORGANIZATIONAL CHART FOR SCHOOL PERSONNEL

INSPIRE CHARTER SCHOOL ORGANIZATIONAL PROPOSED PERSONNEL CHART

INSPIRE CHARTER SCHOOL PERSONNEL & CONTRACT SERVICES



ATTACHMENT H

PERSONNEL ROSTER

Staff has not been hired. Key positions to be hired follow:

- School Leader
- Administrative Assistant/Attendance Clerk
- Library/Media Specialist
- Classroom Teachers
- Assistant Teachers
- Curriculum Coordinator
- School Test Coordinator
- Special Education Teacher
- Gifted Education Teacher
- Custodians
- Cafeteria Staff
- School Resource Officer
- School Nurse
- Contracted Services

ATTACHMENT I

ENROLLMENT POLICY

INSPIRE CHARTER SCHOOL ENROLLMENT POLICY

Inspire Charter School is a public charter school that is open to all Columbus, Mississippi, students and will not limit the admission of any student on the basis of race, gender, creed, religious preferences, national origin, disability, or intellectual achievement or aptitude.

Inspire Charter School is dedicated to serving high needs and at-risk students through high expectations for learning and a quality education program. This is a key part of Inspire Charter School's mission. To support this commitment, annually, Inspire Charter School will adhere to the enrollment requirements stated in the *Mississippi Charter School Law Act of 2013* 80% rule for target enrollment regarding at-risk students as compared to the local school district's demographics. For example, as of 2013, the local school district serves a student population that is 88% minority which means Inspire Charter School's minority enrollment must be 70% minority.

Inspire Charter School will have set asides based on state requirements and ICS commitment to fully educating all students and the following target populations: (a) English Language Learners (ELLs), (b) Students with Disabilities/SPED Students, and (c) FRL Students (those who qualify for the federal free or reduced lunch program).

These set-asides highlight Inspire Charter School's commitment to serving these high need populations. The percentages and set asides for targeted enrollment are intended to ensure compliance with *Mississippi Charter Schools Law Act of 2013* and ensures that ICS's student body includes percentages for these special student populations that compares to the percentages of these students enrolled in Columbus Municipal School District.

ATTACHMENT J

ATTACHMENT I

ENROLLMENT POLICY

INSPIRE CHARTER SCHOOL ENROLLMENT POLICY

Inspire Charter School is a public charter school that is open to all Columbus, Mississippi, students and will not limit the admission of any student on the basis of race, gender, creed, religious preferences, national origin, disability, or intellectual achievement or aptitude.

Inspire Charter School is dedicated to serving high needs and at-risk students through high expectations for learning and a quality education program. This is a key part of Inspire Charter School's mission. To support this commitment, annually, Inspire Charter School will adhere to the enrollment requirements stated in the *Mississippi Charter School Law Act of 2013* 80% rule for target enrollment regarding at-risk students as compared to the local school district's demographics. For example, as of 2013, the local school district serves a student population that is 88% minority which means Inspire Charter School's minority enrollment must be 70% minority.

Inspire Charter School will have set asides based on state requirements and ICS commitment to fully educating all students and the following target populations: (a) English Language Learners (ELLs), (b) Students with Disabilities/SPED Students, and (c) FRL Students (those who qualify for the federal free or reduced lunch program).

These set-asides highlight Inspire Charter School's commitment to serving these high need populations. The percentages and set asides for targeted enrollment are intended to ensure compliance with *Mississippi Charter Schools Law Act of 2013* and ensures that ICS's student body includes percentages for these special student populations that compares to the percentages of these students enrolled in Columbus Municipal School District.

ATTACHMENT J

LOTTERY POLICY

INSPIRE CHARTER SCHOOL LOTTERY POLICY

Each prospective student's lottery application (except siblings ICS staff or Board children, who are automatically admitted) will be accepted through an Open Enrollment process whereby children who want to enter the school can. Once the seats fill up, students' names will be placed on waiting list. The application shall include the parents/guardians, names and legal address, telephone number, child's name, date of birth, previous school, grade level, immunization compliance and sibling preference information, if applicable.

LOTTERY WAITING LIST POLICY

After each available grade for **Inspire Charter School** has been filled, through the lottery enrollment process, there may be instances when new seats open up in a particular grade (such as when a student declines an enrollment offer or withdraws from ICS after enrollment). ICS will utilize a waiting-list process to fill openings. All students NOT admitted to ICS through the lottery process above are put on the waiting list for their particular grade. The waiting list includes (a) the student's name, (b) the student's lottery preference categories, and (c) the student's lottery number. If the student submitted an application after the lottery deadline for his/her cohort, then the student is given the next unassigned number. Each cohort's waiting list is maintained until the end of the particular school year.

ATTACHMENT K

LOTTERY POLICY

INSPIRE CHARTER SCHOOL LOTTERY POLICY

Each prospective student's lottery application (except siblings ICS staff or Board children, who are automatically admitted) will be accepted through an Open Enrollment process whereby children who want to enter the school can. Once the seats fill up, students' names will be placed on waiting list. The application shall include the parents/guardians, names and legal address, telephone number, child's name, date of birth, previous school, grade level, immunization compliance and sibling preference information, if applicable.

LOTTERY WAITING LIST POLICY

After each available grade for **Inspire Charter School** has been filled, through the lottery enrollment process, there may be instances when new seats open up in a particular grade (such as when a student declines an enrollment offer or withdraws from ICS after enrollment). ICS will utilize a waiting-list process to fill openings. All students NOT admitted to ICS through the lottery process above are put on the waiting list for their particular grade. The waiting list includes (a) the student's name, (b) the student's lottery preference categories, and (c) the student's lottery number. If the student submitted an application after the lottery deadline for his/her cohort, then the student is given the next unassigned number. Each cohort's waiting list is maintained until the end of the particular school year.

ATTACHMENT K

TRANSPORTATION PLAN

INSPIRE Charter School will offer transportation to students who are outside of a 1 mile radius of the school in accordance with state statutes. We will contract with a Third Party Transportation provider in order to this service to the children.

Below is an example of the proposed agreement / contract. The actual contract will be awarded after following a proper bid process. For the sake of budgeting, we have used a lease rate of \$250/Bus/Day including the driver. This is similar to fees paid by other schools in other areas for the same type service.

AGREEMENT BETWEEN INSPIRE CHARTER SCHOOLS & ANYBODY BUS LINE

INSPIRE CHARTER SCHOOL Mississippi Columbus, MS PUPIL TRANSPORTATION SERVICES AGREEMENT

This agreement is made and entered into as of the **18 day of August 2014**, by and between **INSPIRE CHARTER SCHOOL** (Columbus, MS Lowndes County, Mississippi, hereinafter called “Charter School” and **TO BE DETERMINED** hereinafter called “Contractor.”

WITNESSETH

WHEREAS, INSPIRE has selected Contractor to provide the pupil transportation services described herein; and

WHEREAS, Contractor desires to provide such pupil transportation service to the Charter School,

NOW, THEREFORE, in consideration of the covenants hereinafter contained, the parties agree as follows:

1. TERM

The term of this agreement shall commence July 1, 2014 and shall continue through June 30, 2017. For Purposes of this Agreement, the term “Contract Year” shall mean each one year period commencing July 1 during the term of this Agreement. In addition, INSPIRE Charter School reserves the right to negotiate extensions to the contract.

2. SCOPE OF SERVICES REQUIRED

Contractor shall, during the term of this Agreement, supply and maintain such number of school buses and personnel as are required to fulfill INSPIRE’s needs for pupil transportation services as described in the Specifications for Pupil Transportation Services, see Appendix A which is incorporated in this Agreement.

3. COMPENSATION AND BILLING

In consideration for services rendered hereunder, INSPIRE shall pay to Contractor all sums due and owing and calculated in accordance with the rates set forth in Appendix A attached hereto and made a part hereof, as may be adjusted from time to time as provided herein.

BASIC TRANSPORTATION**Regular To and From, Midday and Specialized Services Transportation**

In consideration for services rendered hereunder, INSPIRE shall pay to Contractor all sums due and owing and calculated in accordance with the rates set forth in Appendix A attached hereto no later than 30 calendar days after the receipt of invoice.

Supplemental Transportation

In consideration for services rendered hereunder, INSPIRE shall pay to Contractor all sums due and owing and calculated in accordance with the rates set forth in Appendix A attached hereto for the service categories – all other school transportation services, extra-curricular and athletic trips, and activity and field trips. After verification of the statement, INSPIRE shall pay the amount due to Contractor within 30 days of receipt of invoice.

4. FUEL COST ADJUSTMENT (Optional)

Contractor shall furnish all fuel to be used in its performance of this agreement with copies of invoices to be provided to INSPIRE Charter School monthly. Contractor's "Base Fuel Cost" shall be \$3.25 per gallon (gasoline or diesel) exclusive of applicable federal gasoline taxes. The Contractor's invoice shall include an adjustment for increases or decreases in fuel costs calculated by multiplying (i) the number of gallons of fuel purchased by the Contractor for consumption in the performance of this agreement by (ii) the difference between the appropriate Base Fuel Cost and the average price per gallon of fuel paid during the month for which the invoice is issued.

5. CONTRACTOR RESPONSIBILITIES

Upon request, Contractor shall provide INSPIRE Charter School preceding each Contract Year with a "service plan for pupil transportation services." Contractor shall work with School's Administration or designee in planning services and otherwise implementing the Agreement. The "service plan" must include at a minimum the following:

- a. list of drivers, both primary and substitutes
- b. list of bus and van equipment that will be used in providing the contract services, along with make of equipment, year of manufacture, mileage, vehicle type, passenger size, and special equipment.
- c. Staffing plan of employees, in addition to the above drivers, who will be assigned to fulfill the responsibilities contemplated in the Contract.
- d. Insurance information required by the Agreement.
- e. Staff training plan including materials and schedule.

6. RECORDS AND REPORTS

Contractor shall provide those reports and records, which may be reasonably requested by INSPIRE and necessary for proper payment, for evaluation of Contractor's performance or for state and School reporting hereunder. Reports may include, but are not limited to:

- Crash Reports
- Student Discipline Reports
- Bus Inspections
- Monthly or Yearly Mileage, Hour or Route Reports

- Bus Ridership Reports - for each route including special education transportation routes
- Driver Qualification Reports

7. STATUS OF CONTRACTOR

In the interpretation of this Agreement and the relations between Contractor and School, Contractor shall be construed as being an independent contractor hired to provide pupil transportation services only. Neither Contractor nor any of its employees shall be held or deemed in any way to be an employee or official of INSPIRE Charter School. Contractor shall be responsible for, and hold INSPIRE harmless from any liability for unemployment taxes or contributions, payroll taxes or other federal or state employment taxes.

8. INSURANCE

Contractor shall, at its expense, procure and keep in force during the entire term of this Agreement, public liability and property damage liability insurance protecting the School, its board, officers, employees and agents, and Contractor, its drivers and other personnel. Contractor must provide the above referenced insurance with the following minimum limits:

Automobile Liability Insurance	\$1,000,000 Combined Single Limit
Commercial General Liability Insurance	\$1,000,000 Per Occurrence
Worker's Compensation	Statutory
Umbrella Liability Insurance	\$4,000,000

Contractor agrees to provide INSPIRE a certificate of insurance evidencing such coverage and designating INSPIRE as an additional insured with respect to Automobile Liability. Worker's compensation insurance shall be maintained as required by law. All insurance policies shall provide that no coverage shall be cancelled except by thirty (30) days written notice to INSPIRE.

9. INDEMNIFICATION

Contractor shall hold INSPIRE, its governing board, officers and employees harmless and does hereby indemnify INSPIRE, its governing board, officers and employees from and against every claim or demand which may be made by any person, firm or corporation, or other entity arising from or caused by any act of neglect, default or omission of Contractor in the performance of this Agreement, except to the extent that such claim or demand arises from or is caused by the negligence or willful misconduct of INSPIRE, its agents or employees. The Contractor also agrees to indemnify and save INSPIRE Charter School harmless from any claims involving personal injury or property damage arising out of, or in the course of, Contractor's acts in providing transportation of assigned pupils.

To the extent permitted by law, INSPIRE shall hold Contractor, its officers, employees, agents, successors and assigns harmless and does hereby indemnify Contractor, its officers, employees, agents, successors and assigns from and against every claim or demand which may be made by any act neglect, default or omission of INSPIRE, its governing board, officers, employees or agents, except to the extent that such claim or demand arises from or is caused by the negligence or willful misconduct of Contractor, its agents or employees.

10. EQUAL EMPLOYMENT OPPORTUNITY REQUIREMENT (E.E.O)

Contractor must show evidence of a non-discriminatory equal employment opportunity program in the selection of employees that follow the guidelines established by INSPIRE E.E.O. program. Such

program must provide E.E.O. opportunities regardless of person's race, creed, sex, national origin, and sexual orientation, or any other characteristic protected under state or federal law.

11. CONTRACT SECURITY (Optional)

Contractor may be required to furnish INSPIRE with performance security in an amount of 100% of performance of Contractor's duties under this Agreement. Such contract security may be in the form of a performance bond or other security acceptable to INSPIRE and Contractor. INSPIRE reserves the right to waive the performance security.

12. FORCE MAJEURE

In the event Contractor is unable to provide the transportation services herein specified because of any act of nature, civil disturbance, fire, flood, war, governmental action, labor dispute involving INSPIRE personnel, picketing, strike, or lockout, or any condition or cause beyond Contractor's control, INSPIRE may excuse Contractor from performance under this Agreement.

13. FAILURE TO DELIVER & PENALTIES

If by any reason of any acts of nature, fires, strikes, present or future laws, ordinances, government orders, rules or regulations, the Contractor shall be prevented from carrying out the terms of this Agreement, INSPIRE shall have the right to hire others to continue service, and operating expenses incurred will be deducted from payments owed to Contractor.

14. INCLEMENT WEATHER / SCHOOL CLOSINGS

In the event of inclement weather or impassability of roads or whenever school is cancelled, delayed or is dismissed early, INSPIRE shall notify Contractor not later than 2 hours prior to such cancellation or delay. Should the number of days transportation is required to decrease during the school year, as a result of weather conditions, strikes, gas shortages, school closing and emergencies, the base contract will be decreased by an amount equal to 50% of the daily contract charge per day decreased.

15. EMERGENCY RESPONSE PROGRAM

Contractor shall understand and participate in INSPIRE Charter School Emergency Plan. In addition, Contractor shall develop and implement an emergency plan responsive to INSPIRE Charter School Emergency Plan. INSPIRE may review and require changes or additions to plan.

16. MANAGEMENT PERSONNEL (Optional)

The contractor shall designate a permanent regular, manager/supervisor to be directly responsible for the provision of all services required in INSPIRE Charter School contract. The manager/supervisor will be responsible for providing safe and efficient transportation services required by this Agreement and will supervise necessary support staff required for on-site management. This person shall work with INSPIRE Charter School Designee for purposes of service coordination. INSPIRE Charter School expects that the manager/supervisor is an experienced person who has demonstrated skills for fulfilling the responsibilities of this Agreement. Contractor shall inform INSPIRE of the name(s) and business address(s) of such management personnel.

17. OPERATIONS PERSONNEL/DRIVER QUALIFICATIONS

Contractor shall employ a sufficient number of qualified drivers and support personnel to assure INSPIRE of continuous and reliable service. The Contractor will consistently conduct a proactive recruitment campaign. Contractor shall provide qualified drivers, trained and licensed in accordance with the laws of this State and the rules and regulations of INSPIRE. Accordingly, Contractor agrees that each driver shall:

- a. Possess a valid license issued by this State (or a reciprocal state) authorizing such person to operate a school bus.
- b. Be certified by a duly licensed medical practitioner as medically qualified and free of medical or physical conditions, which, absent reasonable accommodation, would limit safe operation of a school bus qualified without reasonable accommodation, to safely operate a school bus. The physical examination shall be conducted prior to employment and periodically thereafter as required by State law.
- c. Successfully complete a course of training, including instruction in school bus safety, student discipline, human relations, behind-the-wheel school bus driving instruction, defensive driving, first aid, use of fire extinguisher, traffic laws, and applicable INSPIRE policies and regulations.
- d. Possess a satisfactory driving record and criminal history record, after review of such records prior to employment and periodically thereafter to the extent permitted or available by law.
- f. Satisfy all applicable requirements of the U.S. Department of Transportation, Federal Highway Administration in rendering transportation services regulated by that agency.
- g. Meet any other criteria required by State law or by INSPIRE's policies, rules or regulations.

Contractor shall hold each driver responsible for:

- a. Supervising the safe loading and unloading of his or her bus at every pick-up and delivery point.
- b. Keeping informed of all rules and regulations affecting the safe operation of school buses and standards of conduct.
- c. Complying with all federal, state and local traffic laws while operating buses under this agreement.
- d. Carrying appropriate identification at all times while on duty.
- e. Carrying a timepiece while on duty so that the driver can maintain established schedule times.
- f. Communicating to Staff any issues or needs related to the route assignment and all passengers transported.

A driver orientation and instruction program will be provided before a driver is allowed to drive while students are on board. Training must include:

- a. Enough to safely operate the type of school bus the driver will be driving
- b. Emergency procedures
- c. Student Management procedures, including issues relating to students with disabilities
- d. Knowledge of relevant laws, rules of the road, and local school bus safety policies
- e. Knowledge of student loading and unloading procedures

An ongoing performance monitoring and assistance program should include:

- a. Random drug testing
- b. Daily observance of employees to detect violations of drug policy

- c. Advance knowledge of routes, including substitutes
- d. Route accuracy including proper stops and updated paperwork
- e. Demonstrated driver-passenger professionalism
- f. Competency in physically driving the assigned vehicle and equipment

Contractor shall take reasonable steps to prevent its employees from exposing any student to impropriety of word or conduct. Contractor shall not knowingly permit its drivers to smoke on the bus nor to drink any intoxicating beverage or be under the influence of drugs or alcohol while operating any bus. Contractor shall regulate the use of prescription and non-prescription drugs, which impair the safe operation of the bus. Contractor shall enforce all INSPIRE Rules and Regulations in place.

Contractor shall be responsible for hiring and discharging personnel employed by Contractor to perform its obligations hereunder; provided, however, that INSPIRE shall have the right to require Contractor to remove from service under this agreement any employee who, at INSPIRE's sole discretion, is deemed unsuitable for the performance of transportation services for INSPIRE; and provided further that INSPIRE shall make such request in writing and state the reasons therefore.

18. EQUIPMENT

All school buses supplied by Contractor pursuant to this Agreement shall meet or exceed the standards established by the laws and regulations of the State of Mississippi and the United States. Contractor shall maintain the school buses used to provide pupil transportation services under this Agreement in accordance with law and accepted industry maintenance standards. INSPIRE reserves the right to request maintenance records at any time during Agreement.

Buses supplied by the Contractor will be no older on July 1 on any contract year, unless approved by INSPIRE, than: EXACT Values TBD

- 25% - xx years old or newer
- 50% - xx years old or newer
- 75% - xx years old or newer
- 100% - xx years old or newer

Age of vehicle maybe determined by date indicated on manufacturer's plate or date put into service.

Contractor shall provide buses in sufficient number to efficiently transport all students for whom INSPIRE orders services, including an adequate number of spares.

(Best Practice: Spare buses include buses available for extra-curricular trips also. Take careful consideration when determining the number of spare buses required. Also, INSPIRE may want to consider allowing older buses as spares with a certain age cut-off.)

Buses shall be of sufficient capacity to permit every student transported to be seated in conformance with State laws at all times. Buses must be clean, neat-appearing and display appropriate exterior and interior markings as required by state law.

INTERIOR MARKING

- a. All vehicles will display a poster of "Student Bus Behavior Rules"
- b. All vehicles will display a poster of "School Bus Danger Zone"

Properly working two-way radios or some other reliable method of communication shall be in each bus used to provide services under this Agreement.

Contractor must provide contingency plan for vehicles that operate beyond range of two-way radio signal.

ADDITIONAL DEVICES AND EQUIPMENT REQUIRED

(Best Practice: A school bus built to Minnesota State Specifications is a safe bus. However, there is an extensive list of options that can be added to a bus to improve on safety, comfort, and efficiency. Please refer to the State Bus Purchase Plans to view a full list of options from each manufacturer.)

19. FACILITIES *(There are two ways of doing this)*

Contractor shall provide a facility that enables the Contractor to respond to an emergency within 15 minutes. The location of the facility shall not impact the contract.

Contractor must equip facility with proper furniture, facsimile machine, maintenance equipment, and basic comforts for staff and employees.

Contractor must provide adequate phone lines and a facsimile machine. Contractor must provide a 24-hour answering "service."

Facility must be equipped with internet service, and all staff must have access and e-mail capabilities. (if available.)

(Note: It's important to require a Contractor to be easily accessible during emergencies and after hours.)

20. STUDENT DISCIPLINE/VANDALISM

The ultimate responsibility and authority to suspend or expel any student from transportation services hereunder shall rest with INSPIRE. Contractor's drivers are responsible only for such discipline as is required to safely and properly operate Contractor's buses. Each driver shall handle all disciplinary matters in strict accordance with INSPIRE policy. In no case will a driver eject a student from a bus without authorization. All discipline problems shall be reported in writing following completion of the route. Procedures and regulations for the administration of discipline shall be established cooperatively between INSPIRE and Contractor.

(Note: INSPIRE may have a different way of handling student discipline.)

Vandalism damages to Contractor's equipment or facilities shall be the responsibility of Contractor. However, INSPIRE shall give Contractor reasonable assistance in obtaining restitution for damaged equipment or facilities.

21. ASSIGNMENT

The Contractor shall not assign or transfer any part of the obligation and responsibility in this contract without the prior written approval of INSPIRE Charter School.

22. TERMINATION

If either party shall willfully violate any of the covenants or duties imposed upon it by the Agreement, such material willful violation shall entitle the other party to terminate this Agreement. The party

desiring to terminate for such cause shall give the offending party thirty (30) days written notice to remedy the violation. If at the end of such time the party notified has not removed the cause of complaint or remedied the purported violation, then this Agreement shall be deemed terminated.

INSPIRE and Contractor agree to meet and make good faith efforts to resolve any disputes within thirty (30) days of the development of any dispute, prior to filing any action in a court of competent jurisdiction. Good faith efforts may include mediation and arbitration by mutual agreement.

23. PLACE OF CONTRACT

This Agreement shall be deemed to be made in and shall be construed in accordance with the laws of the State of Minnesota. All references in the contract to the “State” shall mean State of Minnesota.

24. SURVIVAL

The mutual obligations described in COMPENSATION AND BILLING; and INDEMNIFICATION hereof shall survive the termination or expiration of this Agreement.

25. SEVERABILITY

In the event any provision specified herein is held or determined by a court of competent jurisdiction to be illegal, void or in contravention of any applicable law, the remainder of the Agreement shall remain in full force and effect.

26. MODIFICATION

Contractor and INSPIRE may modify the terms of this Agreement in whole or in part as circumstances may justify by mutual written agreement executed by the duly authorized representatives of the parties.

27. NOTICE TO PARTIES

All notices to be given by the parties to this Agreement shall be in writing and served by depositing same in the United States Mail, postage prepaid, registered or certified mail.

Notices to INSPIRE shall be addressed to:

Transportation Coordinator
INSPIRE Charter School – School Leader
1280 23rd Street North
Columbus, MS 39701

Director of Operations
INSPIRE Charter School
1820 23rd Street North
Columbus, MS 39701

Notices to Contractor shall be addressed to: (Contractor)

Either INSPIRE or Contractor may change its address of record for receipt of official notice by giving the other written notice of such change and any necessary mailing instructions.

28. ENTIRE AGREEMENT

This Agreement sets forth the entire agreement between INSPIRE and Contractor concerning the subject matter hereof. There are no prior representations, either oral or written, between INSPIRE and Contractor other than those contained in this Agreement.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement this _____ day of _____ 20xx.

By: _____

Officer of Contractor

By: _____

Chair, Board of Education

By: _____

Clerk, Board of Education

(Note: Appendix A, B, RATES, shall be attached.)

ATTACHMENT L SCHOOL FACILITIES QUESTIONNAIRE

INSPIRE CHARTER SCHOOL FACILITIES QUESTIONNAIRE School Facility Questionnaire

This Agreement sets forth the entire agreement between INSPIRE and Contractor concerning the subject matter hereof. There are no prior representations, either oral or written, between INSPIRE and Contractor other than those contained in this Agreement.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement this _____ day of _____ 20xx.

By: _____

Officer of Contractor

By: _____

Chair, Board of Education

By: _____

Clerk, Board of Education

(Note: Appendix A, B, RATES, shall be attached.)

ATTACHMENT L SCHOOL FACILITIES QUESTIONNAIRE

INSPIRE CHARTER SCHOOL FACILITEIS QUESTIONNAIRE School Facility Questionnaire

School Name: **INSPIRE CHARTER SCHOOL**

Primary Contact for Facility Planning: *Steve Jamison*

Telephone: **662-386-3383**

Email: *sjam9653@bellsouth.net*

Provide grade levels and student enrollment estimates for the first five years. Replace “Year 1” with the academic year the applicant plans to open, and then “Years 2-5 with the subsequent years.

	<u>2014-2015</u>	<u>2015-2016</u>	<u>2016-2017</u>	<u>2017-2018</u>	<u>2018-2019</u>
Grades	K-3; 9	K-4; 9-10	K-5; 9-11	K-6; 9-12	K-6; 9-12
Enrollment	120	200	280	360	380

School District in which charter school will be located:

Description of the facility/ies under consideration including available square footage and quotes (for years 1-5) from property owners: (Note: Charter school has first right of refusal for vacant school facility.)

Facility #1:

Genesis Dream Center

1820 23rd Street North

Columbus, MS 39701

DESCRIPTION

Acreage – 5.6

Square Footage – 41,500

12 Classrooms @ ~900 Square Feet each

12 Classrooms @ ~900 with Bathrooms in each

2 Storage Rooms ~500 Square Feet Total

1 Library / Media Center ~2,500 Square Feet

1 Cafetorium with Full Stage ~7,500 Square Feet

1 Full Kitchen ~ 2,500 Square Feet

1 Pantry ~ 300 Square Feet

5 Office Spaces

2 Community Bathrooms

1 Teacher's Lounge

1 Janitor's Closet

1 New - Detached Shower Building ~3,000 Square Feet

QUOTES:

Year #1 Lease \$21,000 @ \$1,750 per month

Year #2 Lease \$42,000 @ \$3,500 per month

**ATTACHMENT M
FACILITIES FLOOR PLAN**

INSPIRE CHARTER SCHOOL FLOOR PLAN

2 Community Bathrooms

1 Teacher's Lounge

1 Janitor's Closet

1 New - Detached Shower Building ~3,000 Square Feet

QUOTES:

Year #1 Lease \$21,000 @ \$1,750 per month

Year #2 Lease \$42,000 @ \$3,500 per month

**ATTACHMENT M
FACILITIES FLOOR PLAN**

INSPIRE CHARTER SCHOOL FLOOR PLAN

INSPIRE STEM & ARTS SCHOLARS ACADEMY

EXTERIOR VIEW & INTERIOR FLOOR PLAN



The facility is presently being used as a community center, but will revert back to a school pending approval.

ATTACHMENT N

START UP PLAN

The following start-up plan tasks will be used to document and effectively implement the start-up process.

START UP PLAN TASKS SUMMARY	TIMELINE	RESPONSIBLE PERSON(S)
STATE FILING		
Letter of Intent State Deadline #1	January 22, 2014	Founders
Submission of Application Proposal State Deadline #2	March 14, 2014	Founders/Inspire Board of Trustees/Consultant
Capacity Interviews State Deadline #3	April 15, 2014	Founders/Inspire Board of Trustees/CCEO Team
Technical Assistance State Deadline #4	May 27, 2014	Founders/Inspire Board of Trustees/CCEO Team
Charter Granted State Deadline #5	June 27, 2014	Founders/Inspire Board of Trustees/CCEO Team
School Opening Deadline #6	August 20, 2014 <i>*should a start-up grant be secured</i>	Founders/Board/ School Leader & Staff
School Opening Deadline #6	August 20, 2015	Founders/Board/ School Leader & Staff
STAFFING		
Hire School Leader	June 2014	Board of Directors
Recruit School Staff	June 2014	School Leader
Select School Staff	June 2014	School Leader
Hire School Staff	June 2014	Board of Directors
Non Instructional Staff	June 2014	School Leader
STUDENT ENROLLMENT & DATA		
Establish SI (student information system)	June 2015	School Leader
Establish Onsite Operations	June 2015	School Leader & Staff
Recruit Students	March 2014-August 2015	School Leader & Staff
Student / Family Welcome	July 2015	School Leader & Staff
Select Students	July 2015	School Leader & Staff
Enroll Students	July 2015	School Leader & Staff
Schedule Students	July 2015	School Leader & Staff
ADMINISTRATIVE		
Administrative	July 2015	School Leader
Student Identification	July 2015	School Leader & Staff
School Finance	July 2015	Chief Financial Officer & School Leader

Parents / Student / Staff	July 2015	School Leader & Staff
SHARED SERVICES		
Facilities Ready	May 2015	School Leader & Staff
General Operations	August 2015	School Leader & Staff
Transportation	August 2015	School Leader & Staff
Food Service	August 2015	School Leader & Staff
Security	August 2015	School Leader & Staff
Maintenance	August 2015	School Leader & Staff
Custodial	August 2015	School Leader & Staff
TECHNOLOGY		
Technology Assessment	May 2015	School Leader & Staff
Information systems	May 2015	School Leader & Staff
Technology procurement	May 2015	School Leader & Staff
Website Development	May 2015	School Leader & Staff
Erate	May 2015	School Leader & Staff
Long-Term Technology Plan	May 2015	School Leader & Staff
SIS	May 2015	School Leader & Staff
PROCUREMENT		
Order and Deliver Materials	May 2015	School Leader & Staff
PROFESSIONAL DEVELOPMENT		
Logistics	May 2015	School Leader & Staff
FACILITIES		
Facilities Ready	May 2015	School Leader & Staff
Construction	Not Applicable	Not Applicable
CLIMATE		
Classrooms / Specialty Rooms	May 2015	School Leader & Staff
School Climate and Safety	May 2015	School Leader & Staff
SPECIALIZED SERVICES		
Food Service	May 2015	School Leader & Staff
Special Education	May 2015	School Leader & Staff
School Nurse	July 2015	School Leader & Staff
HUMAN RESOURCES		
HR Office Compliance and Setup	June 2015	Chief Financial Officer
Hiring process and setup for new hires	June 2015	School Leader
Employment Manual	June 2015	Chief Financial Officer
Benefits, payroll and insurance	June 2015	Chief Financial Officer
Recruiting process for HR administrator	June 2015	Chief Financial Officer

New Hire Orientation Process	July 2015	School Leader
Termination Policies and Policies	July 2015	Board of Trustees
FINANCE		
Accounting	June 2015	Chief Financial Officer
Revenue	July 2015	Chief Financial Officer
Payroll	August 2015	Chief Financial Officer
Purchasing	May 2015	Chief Financial Officer
Accounts Payable	August 2015	Chief Financial Officer
Inventory - Fixed Assets Mgmt	August 2015	Chief Financial Officer
Employee Reimbursements	August 2015	Chief Financial Officer
Reporting	August 2015	Chief Financial Officer
Budget Management	July 2015	Chief Financial Officer
Petty Cash	August 2015	Chief Financial Officer
Insurance	May 2015	Chief Financial Officer
Other Potential Things	May 2015	Chief Financial Officer
GRANTS		
Grants	July 2014	School Leader
Parents / Students	August 2015	School Leader & Staff
Competitive Applications	August 2015	School Leader

INSPIRE CHARTER SCHOOL PLANNING & START UP MARKETING PLAN



2013 Marketing Goals

- Announce and generate interest in the creations of a STEM & Arts Charter School
- Engage potential parents and the community in a grassroots effort to plan a community-based charter school
- Develop a list of prospective parents who want to enroll their child in the charter school



2014 Marketing Goals

- Promote awareness through community meetings, announcements, media promotions
- Distribute charter school planning and information newsletters in viable community gathering venues, i.e., doctor's offices, daycares, etc.
- Visit local churches and request a 5 minutes speak time



2015 Marketing Goals

- Implement community-wide marketing campaigns
- Develop and monitor cost effective school budget strategies
- Monitor recruitment and enrollment Goals
- Focus on essential school interest events and campaigns

Inspire Charter School's Outreach Strategies for Parents & Community Involvement

| "STEM & ARTS Scholars Academy, "Where Dreams Soar" |

"Be the Change You Wish to See in the World." – Gandhi

Type I-Parenting
<i>Assisting families with parenting and child rearing skills, understanding child and adolescent development, setting home conditions that support children as students at each age and grade level, and assisting schools to understand families</i>
Type II-Communicating
<i>Designing effective forms of school-to-home and home-to-school communications about school programs, skills required to pass all subjects in each grade, and children's progress</i>
Type III-Volunteering
<i>Recruiting, organizing, and recognizing volunteer help and support occurring in the school and outside of the school</i>
Type IV-Learning at Home
<i>Providing information and ideas to families about how to help students at home with homework and other curriculum related activities, decisions and planning</i>
Type V-Decision Making and Advocacy
<i>Including families as participants in school decisions and developing parent leaders and representatives from all groups</i>
Type VI- Collaborating with the Community
<i>Identifying and integrating resources and services from the community to strengthen school programs, family practices, and student learning and development</i>

**Epstein Framework*

ATTACHMENT O

SCHOOL CALENDAR

INSPIRE CHARTER SCHOOL 2015-2016 SCHOOL CALENDAR

ATTACHMENT N

START UP PLAN

The following start-up plan tasks will be used to document and effectively implement the start-up process.

START UP PLAN TASKS SUMMARY	TIMELINE	RESPONSIBLE PERSON(S)
STATE FILING		
Letter of Intent State Deadline #1	January 22, 2014	Founders
Submission of Application Proposal State Deadline #2	March 14, 2014	Founders/Inspire Board of Trustees/Consultant
Capacity Interviews State Deadline #3	April 15, 2014	Founders/Inspire Board of Trustees/CCEO Team
Technical Assistance State Deadline #4	May 27, 2014	Founders/Inspire Board of Trustees/CCEO Team
Charter Granted State Deadline #5	June 27, 2014	Founders/Inspire Board of Trustees/CCEO Team
School Opening Deadline #6	August 20, 2014 <i>*should a start-up grant be secured</i>	Founders/Board/ School Leader & Staff
School Opening Deadline #6	August 20, 2015	Founders/Board/ School Leader & Staff
STAFFING		
Hire School Leader	June 2014	Board of Directors
Recruit School Staff	June 2014	School Leader
Select School Staff	June 2014	School Leader
Hire School Staff	June 2014	Board of Directors
Non Instructional Staff	June 2014	School Leader
STUDENT ENROLLMENT & DATA		
Establish SI (student information system)	June 2015	School Leader
Establish Onsite Operations	June 2015	School Leader & Staff
Recruit Students	March 2014-August 2015	School Leader & Staff
Student / Family Welcome	July 2015	School Leader & Staff
Select Students	July 2015	School Leader & Staff
Enroll Students	July 2015	School Leader & Staff
Schedule Students	July 2015	School Leader & Staff
ADMINISTRATIVE		
Administrative	July 2015	School Leader
Student Identification	July 2015	School Leader & Staff
School Finance	July 2015	Chief Financial Officer & School Leader

Parents / Student / Staff	July 2015	School Leader & Staff
SHARED SERVICES		
Facilities Ready	May 2015	School Leader & Staff
General Operations	August 2015	School Leader & Staff
Transportation	August 2015	School Leader & Staff
Food Service	August 2015	School Leader & Staff
Security	August 2015	School Leader & Staff
Maintenance	August 2015	School Leader & Staff
Custodial	August 2015	School Leader & Staff
TECHNOLOGY		
Technology Assessment	May 2015	School Leader & Staff
Information systems	May 2015	School Leader & Staff
Technology procurement	May 2015	School Leader & Staff
Website Development	May 2015	School Leader & Staff
Erate	May 2015	School Leader & Staff
Long-Term Technology Plan	May 2015	School Leader & Staff
SIS	May 2015	School Leader & Staff
PROCUREMENT		
Order and Deliver Materials	May 2015	School Leader & Staff
PROFESSIONAL DEVELOPMENT		
Logistics	May 2015	School Leader & Staff
FACILITIES		
Facilities Ready	May 2015	School Leader & Staff
Construction	Not Applicable	Not Applicable
CLIMATE		
Classrooms / Specialty Rooms	May 2015	School Leader & Staff
School Climate and Safety	May 2015	School Leader & Staff
SPECIALIZED SERVICES		
Food Service	May 2015	School Leader & Staff
Special Education	May 2015	School Leader & Staff
School Nurse	July 2015	School Leader & Staff
HUMAN RESOURCES		
HR Office Compliance and Setup	June 2015	Chief Financial Officer
Hiring process and setup for new hires	June 2015	School Leader
Employment Manual	June 2015	Chief Financial Officer
Benefits, payroll and insurance	June 2015	Chief Financial Officer
Recruiting process for HR administrator	June 2015	Chief Financial Officer

New Hire Orientation Process	July 2015	School Leader
Termination Policies and Policies	July 2015	Board of Trustees
FINANCE		
Accounting	June 2015	Chief Financial Officer
Revenue	July 2015	Chief Financial Officer
Payroll	August 2015	Chief Financial Officer
Purchasing	May 2015	Chief Financial Officer
Accounts Payable	August 2015	Chief Financial Officer
Inventory - Fixed Assets Mgmt	August 2015	Chief Financial Officer
Employee Reimbursements	August 2015	Chief Financial Officer
Reporting	August 2015	Chief Financial Officer
Budget Management	July 2015	Chief Financial Officer
Petty Cash	August 2015	Chief Financial Officer
Insurance	May 2015	Chief Financial Officer
Other Potential Things	May 2015	Chief Financial Officer
GRANTS		
Grants	July 2014	School Leader
Parents / Students	August 2015	School Leader & Staff
Competitive Applications	August 2015	School Leader

INSPIRE CHARTER SCHOOL PLANNING & START UP MARKETING PLAN



2013 Marketing Goals

- Announce and generate interest in the creations of a STEM & Arts Charter School
- Engage potential parents and the community in a grassroots effort to plan a community-based charter school
- Develop a list of prospective parents who want to enroll their child in the charter school



2014 Marketing Goals

- Promote awareness through community meetings, announcements, media promotions
- Distribute charter school planning and information newsletters in viable community gathering venues, i.e., doctor's offices, daycares, etc.
- Visit local churches and request a 5 minutes speak time



2015 Marketing Goals

- Implement community-wide marketing campaigns
- Develop and monitor cost effective school budget strategies
- Monitor recruitment and enrollment Goals
- Focus on essential school interest events and campaigns

Inspire Charter School's Outreach Strategies for Parents & Community Involvement

| "STEM & ARTS Scholars Academy, "Where Dreams Soar" |

"Be the Change You Wish to See in the World." – Gandhi

Type I-Parenting
<i>Assisting families with parenting and child rearing skills, understanding child and adolescent development, setting home conditions that support children as students at each age and grade level, and assisting schools to understand families</i>
Type II-Communicating
<i>Designing effective forms of school-to-home and home-to-school communications about school programs, skills required to pass all subjects in each grade, and children's progress</i>
Type III-Volunteering
<i>Recruiting, organizing, and recognizing volunteer help and support occurring in the school and outside of the school</i>
Type IV-Learning at Home
<i>Providing information and ideas to families about how to help students at home with homework and other curriculum related activities, decisions and planning</i>
Type V-Decision Making and Advocacy
<i>Including families as participants in school decisions and developing parent leaders and representatives from all groups</i>
Type VI- Collaborating with the Community
<i>Identifying and integrating resources and services from the community to strengthen school programs, family practices, and student learning and development</i>

**Epstein Framework*

ATTACHMENT O

SCHOOL CALENDAR

INSPIRE CHARTER SCHOOL 2015-2016 SCHOOL CALENDAR

Type I-Parenting
<i>Assisting families with parenting and child rearing skills, understanding child and adolescent development, setting home conditions that support children as students at each age and grade level, and assisting schools to understand families</i>
Type II-Communicating
<i>Designing effective forms of school-to-home and home-to-school communications about school programs, skills required to pass all subjects in each grade, and children's progress</i>
Type III-Volunteering
<i>Recruiting, organizing, and recognizing volunteer help and support occurring in the school and outside of the school</i>
Type IV-Learning at Home
<i>Providing information and ideas to families about how to help students at home with homework and other curriculum related activities, decisions and planning</i>
Type V-Decision Making and Advocacy
<i>Including families as participants in school decisions and developing parent leaders and representatives from all groups</i>
Type VI- Collaborating with the Community
<i>Identifying and integrating resources and services from the community to strengthen school programs, family practices, and student learning and development</i>

**Epstein Framework*

ATTACHMENT O

SCHOOL CALENDAR

INSPIRE CHARTER SCHOOL 2015-2016 SCHOOL CALENDAR

Time	Activity/Subject	Description
7:15 AM	Buses Arrive	Supervised Bus & Car Unloading
7:30 AM	Breakfast & Books	Breakfast + SSR
8:00 AM	Common Core State Standards Literacy Block	Reading/Writing/Language Arts/Content Area Reading
10:00 AM – 1:00 PM	Lunch, Recess, PE	Lunch & Physical Fitness
12:00 PM – 3:00 PM	Common Core State Standards STEM Block	Science, Technology, Engineering & Math
3:00 PM – 4:30 PM	Projects-Based Learning, Arts, & Organized Sports (School Teams)	Enrichment Education
4:30 PM	Buses Depart	Supervised Bus & Car Loading
4:30 PM – 6:00 PM	After School Program, Tutoring, Homework Assistance, Enrichment, Healthy Snacks	After School Program
6:00 PM	End of After School Program	Parents Pick Up

INSPIRE CHARTER SCHOOL STEM & ARTS SCHOLARS ACADEMY SECONDARY SCHEDULE

	Start Time	End Time	Length
1st Block	8:20 AM	9:50 AM	90 min
2nd Block	9:55 AM	11:25 AM	90 min
Advisory	11:25 AM	11:55 AM	30 min
Lunch	11:55 AM	12:25 PM	30 min
3rd Block	12:30 PM	2:30 PM	95 min
4th Block	2:30 PM	4:30 PM	90 min

ATTACHMENT Q POLICY FOR STUDENTS WITH DISABILITIES

POLICY FOR CHILDREN WITH DISABILITIES

Time	Activity/Subject	Description
7:15 AM	Buses Arrive	Supervised Bus & Car Unloading
7:30 AM	Breakfast & Books	Breakfast + SSR
8:00 AM	Common Core State Standards Literacy Block	Reading/Writing/Language Arts/Content Area Reading
10:00 AM – 1:00 PM	Lunch, Recess, PE	Lunch & Physical Fitness
12:00 PM – 3:00 PM	Common Core State Standards STEM Block	Science, Technology, Engineering & Math
3:00 PM – 4:30 PM	Projects-Based Learning, Arts, & Organized Sports (School Teams)	Enrichment Education
4:30 PM	Buses Depart	Supervised Bus & Car Loading
4:30 PM – 6:00 PM	After School Program, Tutoring, Homework Assistance, Enrichment, Healthy Snacks	After School Program
6:00 PM	End of After School Program	Parents Pick Up

**INSPIRE CHARTER SCHOOL STEM & ARTS SCHOLARS ACADEMY
SECONDARY SCHEDULE**

	Start Time	End Time	Length
1st Block	8:20 AM	9:50 AM	90 min
2nd Block	9:55 AM	11:25 AM	90 min
Advisory	11:25 AM	11:55 AM	30 min
Lunch	11:55 AM	12:25 PM	30 min
3rd Block	12:30 PM	2:30 PM	95 min
4th Block	2:30 PM	4:30 PM	90 min

**ATTACHMENT Q
POLICY FOR STUDENTS WITH DISABILITIES**

POLICY FOR CHILDREN WITH DISABILITIES

Inspire Charter School is committed to providing appropriate educational services to children with disabilities. The district is committed to providing full educational opportunities to all children with disabilities through age twenty-one by the year 2020. The opportunities will be provided in accordance with applicable state and federal laws and court decisions.

Section I: FREE APPROPRIATE PUBLIC EDUCATION

The district provides free appropriate public education programming for students with disabilities ages three through twenty.

Section II: FULL SERVICE GOAL

The district is committed to serving students with disabilities and hereby sets a goal of providing full educational opportunities to all students with disabilities through age twenty-one by the year 2020.. The opportunities will be provided in accordance with applicable state and federal laws and court decisions. At this point, Mississippi Law does not allow public schools to provide educational opportunities to students with disabilities over the age of twenty.

Section III: CHILD FIND

Each year the district will have an awareness campaign aimed at finding unserved students with disabilities ages birth through twenty-one. When a student who is suspected of having a disability is referred, he/she will be evaluated and, if a disability is recommended by an Assessment Team and confirmed by a Screening Team, either placed in an appropriate class or placed on a waiting list with plans being made for the provision of a free appropriate public education to him/her with applicable state and federal laws and court decisions.

Section IV: INDIVIDUALIZED EDUCATION PROGRAM (IEP)

The district will develop or revise, whichever is appropriate, and implement an Individualized Education Program for each student with a disability. The program will be reviewed periodically but not less than annually.

Section V: DUE PROCESS

The district insures that students with disabilities and their parents are guaranteed due process with respect to the provision of a free appropriate public education.

Section VI: PROTECTION IN EVALUATION

Evaluation materials and placement procedures used by the district will be, to the maximum extent possible, selected and administered so as not to be racially or culturally discriminatory such that no student will be misclassified, misplaced, or unnecessarily labeled as having a disability because of the inappropriate selection, administration, or interpretation of the materials or procedures.

Section VII: CONFIDENTIALITY

The district will protect the confidentiality of all data in its records relative to students with disabilities.

Section VIII: LEAST RESTRICTIVE ENVIRONMENT

The district will, to the maximum extent appropriate, educate students with disabilities with students having no disabilities in their age group. The removal of the students with disabilities from the regular educational environment will occur only when the nature or severity of the disability is such that education in regular classes with supplementary aids and services cannot be achieved satisfactorily. A continuum of alternative placements based on individual children's IEP's will be provided to students with disabilities in the district. Placement of students with disabilities will be determined at least on an annual basis and will be as close to the students home as possible.

This does not mean that if there is only one student in a school and if he needs the service of a teacher in a self-contained class that this will be provided on a one time basis when there are several other children with the same need in a nearby school. These children will be brought together to be provided appropriate services. In selecting the least restrictive environment for each student, consideration is given to any potentially harmful effect on the child and the quality of services needed. If a student with a disability can function socially, emotionally, and mentally with students with no disabilities of a similar chronological age, he/she will be given that opportunity in accord with his/her IEP. Equal opportunities for participation to the maximum extent appropriate in a variety of nonacademic and extra-curricula services must be available to children with disabilities.

Section IX: PARTICIPATION OF PRIVATE SCHOOL CHILDREN

To the extent consistent with the number and location of students with disabilities enrolled in private schools, an opportunity will be made available for their participation in activities assisted by or carried out under Part B.

ATTACHMENT R

SCHOOL POLICIES FOR FEES AND HARDSHIP WAIVERS

SECTION A: STUDENT INFORMATION AND BASIS FOR FEE WAIVER.

Name of student: _____ SSN: ____ - ____ - ____ (not required but expedites the process)

The district will protect the confidentiality of all data in its records relative to students with disabilities.

Section VIII: LEAST RESTRICTIVE ENVIRONMENT

The district will, to the maximum extent appropriate, educate students with disabilities with students having no disabilities in their age group. The removal of the students with disabilities from the regular educational environment will occur only when the nature or severity of the disability is such that education in regular classes with supplementary aids and services cannot be achieved satisfactorily. A continuum of alternative placements based on individual children's IEP's will be provided to students with disabilities in the district. Placement of students with disabilities will be determined at least on an annual basis and will be as close to the students home as possible.

This does not mean that if there is only one student in a school and if he needs the service of a teacher in a self-contained class that this will be provided on a one time basis when there are several other children with the same need in a nearby school. These children will be brought together to be provided appropriate services. In selecting the least restrictive environment for each student, consideration is given to any potentially harmful effect on the child and the quality of services needed. If a student with a disability can function socially, emotionally, and mentally with students with no disabilities of a similar chronological age, he/she will be given that opportunity in accord with his/her IEP. Equal opportunities for participation to the maximum extent appropriate in a variety of nonacademic and extra-curricula services must be available to children with disabilities.

Section IX: PARTICIPATION OF PRIVATE SCHOOL CHILDREN

To the extent consistent with the number and location of students with disabilities enrolled in private schools, an opportunity will be made available for their participation in activities assisted by or carried out under Part B.

ATTACHMENT R

SCHOOL POLICIES FOR FEES AND HARDSHIP WAIVERS

SECTION A: STUDENT INFORMATION AND BASIS FOR FEE WAIVER.

Name of student: _____ SSN: ____ - ____ - ____ (not required but expedites the process)

INSPIRE STEM & ARTS SCHOLARS ACADEMY

Address: _____

School: _____ Grade level: _____
Name of parent or guardian: _____ Phone number: _____

Please check if applicable: (attach supporting documents for each category that applies)

- ☐ Student is eligible based on income verification.
☐ Student receives (SSI)* Supplemental Security Income (ONLY FOR BLIND OR DISABLED CHILDREN)
☐ Family receives AFDC (currently qualified for financial assistance or food stamps)
☐ Student is in Foster Care (under Mississippi or local governmental supervision)
☐ Student is in State Custody

***Please note: Students who receive Survivor Benefits Do Not Qualify for the SSI category listed above.**

Parent(s)/guardian(s) shall provide income eligibility documentation in the form of income tax returns or current pay stubs demonstrating compliance with requirements consistent with state law and school district policies and/or guidelines for all of the above qualifiers.

If none of the above apply but you wish to apply for fee waivers or other help with school fees because of serious financial problems, please state the reason(s) for the request: _____

(If you need more space, please continue on the back of this page)

Please check the school fee schedule and list all fees that you wish to have waived. If your student is eligible for fee waivers, all of those fees identified will be waived. **Please note that costs for yearbooks, class rings, letter jackets, school pictures, and similar items are not fees and will not be waived. Students may be required to pay fees for concurrent enrollment or advanced placement courses. The portion of the fees related specifically to college or post-secondary grades or credit is not subject to fee waiver.**

Fee Description Amount Fee Description Amount

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Please give this application to the Principal, Assistant Principal, or the School Fee Counselor when you have finished filling it out. All fee payments will be suspended until the school has determined if your student is eligible for fee waivers. You will then be given a written notice of that decision. **The school shall require you to present proof of eligibility.** State law requires schools or school districts to require DOCUMENTATION of fee waive eligibility if parent must "apply for fee waivers." State law also requires that school districts provide alternatives in lieu of fee waivers, "to the fullest extent reasonably possible according to individual circumstances of both fee waiver applicant and school," consistent with local board policies and/or guidelines which may include tutorial assistance to other students, assistance before or after school to teachers and other school personnel on school related matters, and general community or home service. If your student is eligible for a waiver, the school cannot require you to agree to an installment payment plan or sign an IOU in place of a waiver.

I HEREBY CERTIFY THAT THE INFORMATION AND DOCUMENTATION I HAVE PROVIDED IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE AND BELIEF. I ALSO GIVE SCHOOL OFFICIALS PERMISSION TO USE THIS FORM AS A RELEASE TO OBTAIN INFORMATION NECESSARY FOR VERIFICATION OF ELIGIBILITY.

PARENT'S OR GUARDIAN'S SIGNATURE: _____ DATE: _____

ATTACHMENT S PERFORMANCE FRAMEWORK

CHARTER SCHOOL PERFORMANCE FRAMEWORK

INSPIRE STEM & ARTS SCHOLARS ACADEMY

Address: _____

School: _____ Grade level: _____
Name of parent or guardian: _____ Phone number: _____

Please check if applicable: (attach supporting documents for each category that applies)

- ____ Student is eligible based on income verification.
____ Student receives (SSI)* Supplemental Security Income (ONLY FOR BLIND OR DISABLED CHILDREN)
____ Family receives AFDC (currently qualified for financial assistance or food stamps)
____ Student is in Foster Care (under Mississippi or local governmental supervision)
____ Student is in State Custody

***Please note: Students who receive Survivor Benefits Do Not Qualify for the SSI category listed above.**

Parent(s)/guardian(s) shall provide income eligibility documentation in the form of income tax returns or current pay stubs demonstrating compliance with requirements consistent with state law and school district policies and/or guidelines for all of the above qualifiers.

If none of the above apply but you wish to apply for fee waivers or other help with school fees because of serious financial problems, please state the reason(s) for the request:

(If you need more space, please continue on the back of this page)

Please check the school fee schedule and list all fees that you wish to have waived. If your student is eligible for fee waivers, all of those fees identified will be waived. **Please note that costs for yearbooks, class rings, letter jackets, school pictures, and similar items are not fees and will not be waived. Students may be required to pay fees for concurrent enrollment or advanced placement courses. The portion of the fees related specifically to college or post-secondary grades or credit is not subject to fee waiver.**

Fee Description Amount Fee Description Amount

Please give this application to the Principal, Assistant Principal, or the School Fee Counselor when you have finished filling it out. All fee payments will be suspended until the school has determined if your student is eligible for fee waivers. You will then be given a written notice of that decision. **The school shall require you to present proof of eligibility.** State law requires schools or school districts to require DOCUMENTATION of fee waive eligibility if parent must "apply for fee waivers." State law also requires that school districts provide alternatives in lieu of fee waivers, "to the fullest extent reasonably possible according to individual circumstances of both fee waiver applicant and school," consistent with local board policies and/or guidelines which may include tutorial assistance to other students, assistance before or after school to teachers and other school personnel on school related matters, and general community or home service. If your student is eligible for a waiver, the school cannot require you to agree to an installment payment plan or sign an IOU in place of a waiver.

I HEREBY CERTIFY THAT THE INFORMATION AND DOCUMENTATION I HAVE PROVIDED IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE AND BELIEF. I ALSO GIVE SCHOOL OFFICIALS PERMISSION TO USE THIS FORM AS A RELEASE TO OBTAIN INFORMATION NECESSARY FOR VERIFICATION OF ELIGIBILITY.

PARENT'S OR GUARDIAN'S SIGNATURE: _____ DATE: _____

ATTACHMENT S PERFORMANCE FRAMEWORK

CHARTER SCHOOL PERFORMANCE FRAMEWORK

IS BASED ON THE MISSISSIPPI DEPARTMENT OF EDUCATION, ELEMENTARY AND SECONDARY AND SECONDARY EDUCATION ACT

CURRICULUM, ASSESSMENT & INSTRUCTIONAL PROGRAMS AND NEEDS, CURRICULUM IMPLEMENTATION PROTOCOLS AND ACHIEVEMENT MONITORING PLAN

A. Performance Framework for the Instructional Program

These strategies should be changes in the current instructional program that will help educationally disadvantaged students and the school population as a whole. Remember that school-wide programs encourage systemic change. The instructional program strategies should be based on the results of the Inquiry Process and on incorporating information obtained from a review of the research literature, visits to other programs, and/or information from staff development activities and technical assistance providers. This may also mean adapting a program or a feature of a program to fit the local situation.

The Performance Framework is based on: *No Child Left Behind Section 1114(b)(1)(B)*

- Provide opportunities for all children to meet the State's proficient and advanced levels of academic achievement;
- Use effective methods and instructional strategies that are based on scientifically based research that strengthen the core academic program and increase the amount and quality of learning time that provides an enriched and accelerated curriculum;
- Include strategies that meet the needs of historically underserved populations
- Include strategies to address the needs of all children in the school, but particularly the needs of low achieving children and those at risk of not meeting the State standards who are members of the target population;
- Provide instruction by highly qualified professional staff; and
- Provide timely, effective assistance to students who experience difficulty in meeting the State's standards, including taking specific steps to involve parents in helping their children meet the standards.

1. The key components of the instructional programs of the school and how instructional programs will be organized and delivered in whole school.

The key components of the Mathematics, Reading, Language Arts/English and Science include numerous opportunities for student engagement and participation in higher order thinking activities. Teachers provide rigorous, small group instruction in both content areas while utilizing effective strategies to differentiate instruction. Teachers plan their lessons based on student data while using a variety of best practices and differentiation strategies to ensure that the needs of all learners are met.

2. The research based or evidence of effectiveness that supports the strategies selected.

The instructional program is based on the state's curriculum standards and *Common Core State Standards* best practices and research by the *National Council for Teachers of Mathematics* (NCTM), the *National Reading Panel's Preventing Reading Difficulties in Young Children*, the *National Science Foundation (NSF)*, *NASA*, the state's and the U.S. Department of Education's *STEM (Science, Technology, Engineering and Math)* curriculum and strategies for effective instruction.

3. The school day instructional schedule.

Instructional blocks will be used to ensure teachers and students have significant and quality time in order for teaching and learning to take place at a deeper level. Specifically, Reading will occur in 2 hour uninterrupted blocks daily. The components of the instructional program that will also meet the learning needs of special population students and will be delivered inclusively as much as possible and appropriate using multiple learning platforms including the school day, extended day, extended year, tutoring, and use of high quality blended learning opportunities.

☐ Services will be provided for special education students.

IDEA teachers will offer support to special education students. Such students are provided appropriate learning opportunities as stated in their Individualized Education Plan (IEP). The majority of the special education students receive services in a fully inclusive setting; however, there are a few students who receive the majority of their instruction in a self-contained resource room. Students who are in an inclusion classroom are served by four highly qualified special education teachers. Teachers will go into the general education classrooms and provide services for these students. There are some students who are pulled out of the general education classroom during the instructional day to receive one-on-one help with their IEP goals and for any other related services that they receive (music therapy, physical therapy, speech therapy, occupational therapy, etc.).

☐ Services will be provided for English Language Learners (ELL) students.

In addition to the general education curriculum, English Language Learners (ELL) will have the opportunity to receive additional support through school-based efforts. Students will have access to blended learning in their native and English languages to show connections, instructional technology, learning manipulatives and games, peer and adult tutors and mentors who will use a plethora of other instructional resources and tools designed to aid in language acquisition and communication skills. They will also have significant access to support personnel to help them bridge language barriers improve their usage of the English language and to increase their academic achievement. In addition, if necessary, students receive Tier II or III and other interventions.

The LEA will notify limited English proficient parents in a language they can understand regarding individual student academic achievement results and interpretation of the results. Assessment documentation will be provided to limited English proficient parents in a language that they can understand. If necessary, a translator will assist limited English proficient parents in understanding the student academic achievement results.

☐ Services will be provided to students that receive services from the Homeless Education program.

Students will be identified on the school or district level and/or referred through community services. Parents may also notify the school of situations that qualify students for services offered by the *McKinney-Vento Homeless Education Act*. Once they have been identified, the school will seek assistance from the local liaison. Assistance will be provided as deemed necessary.

☐ Timely assistance and services will be provided for your struggling learners.

Teachers will be familiarized with the *Response to Intervention (RtI) Student Support Team (SST)* process as it relates to student success and achievement. Once students are identified as struggling or in danger of failing, teachers and assistant teachers provide appropriate interventions at the Tier II level. When teachers notice that students are still not being successful with curriculum content, they request assistance from the school's Teacher Support Team. The Teacher Support Team writes Tier III interventions to provide

additional support for struggling learners. Students then have the opportunity to receive assistance from the school interventionists. They also work on reading skill deficits using blended learning tools and application that have proven effectiveness.

PERFORMANCE FRAMEWORK FOR MATHEMATICS MEASURABLE GOALS & OBJECTIVES

Based on State Assessments and Common Core State Standards (CCSS)

- Baseline data for grade 3 will be established through a benchmark assessment administered in grade 2 that aligns with the state's assessment system. The previous grade's state assessment results will determine the baseline for the current school year.

Annually, the percentage of 3rd grade students meeting or exceeding the State Mathematics Performance Standards will increase by 2% year over year resulting in a 10% increase overall over a 5-year period.

Annually, the percentage of 4th grade students meeting or exceeding the State Mathematics Performance Standards will increase by 2% year over year resulting in a 10% increase overall over a 5-year period.

Annually, the percentage of 5th grade students meeting or exceeding the State Mathematics Performance Standards will increase by 2% year over year resulting in a 10% increase overall over a 5-year period.

Annually, the percentage of 6th grade students meeting or exceeding the State Mathematics Performance Standards will increase by 2% year over year resulting in a 10% increase overall over a 5-year period.

Annually, the percentage of 7th through 12th grade students meeting or exceeding the State Mathematics Performance Standards will increase by 2% year over year resulting in a 10% increase overall over a 5-year period.

PERFORMANCE FRAMEWORK FOR READING MEASURABLE GOALS & OBJECTIVES

Based on State Assessments and Common Core State Standards (CCSS)

- **Baseline data for grade 3 will be established through a benchmark assessment administered in grade 2 that aligns with the state's assessment system. The previous grade's state assessment results will determine the baseline for the current school year.**

Annually, the percentage of 3rd grade students meeting or exceeding the State Reading Performance Standards will increase by 2% year over year resulting in a 10% increase overall over a 5-year period.

Annually, the percentage of 4th grade students meeting or exceeding the State Reading Performance Standards will increase by 2% year over year resulting in a 10% increase overall over a 5-year period.

Annually, the percentage of 5th grade students meeting or exceeding the State Reading Performance Standards will increase by 2% year over year resulting in a 10% increase overall over a 5-year period.

Annually, the percentage of 6th grade students meeting or exceeding the State Reading Performance Standards will increase by 2% year over year resulting in a 10% increase overall over a 5-year period.

Annually, the percentage of 7th through 12th grade students meeting or exceeding the State Reading Performance Standards will increase by 2% year over year resulting in a 10% increase overall over a 5-year period.

Reading performance standards and assessment include content area reading, writing proficiency, comprehension, common core state standards, and indicators related to student reading on or above grade level by year 3.

PERFORMANCE FRAMEWORK FOR LANGUAGE ARTS/ENGLISH MEASURABLE GOALS & OBJECTIVES

Based on State Assessments and Common Core State Standards (CCSS)

- **Baseline data for grade 3 will be established through a benchmark assessment administered in grade 2 that aligns with the state's assessment system. The previous grade's state assessment results will determine the baseline for the current school year.**

Annually, the percentage of 3rd grade students meeting or exceeding the State Language Arts/English Performance Standards will increase by 2% year over year resulting in a 10% increase overall over a 5-year period.

Annually, the percentage of 4th grade students meeting or exceeding the State Language Arts/English Performance Standards will increase by 2% year over year resulting in a 10% increase overall over a 5-year period.

Annually, the percentage of 5th grade students meeting or exceeding the State Language Arts/English Performance Standards will increase by 2% year over year resulting in a 10% increase overall over a 5-year period.

Annually, the percentage of 6th grade students meeting or exceeding the State Language Arts/English Performance Standards will increase by 2% year over year resulting in a 10% increase overall over a 5-year period.

Annually, the percentage of 7th through 12th grade students meeting or exceeding the State Language Arts/English Performance Standards will increase by 2% year over year resulting in a 10% increase overall over a 5-year period.

PERFORMANCE FRAMEWORK FOR SCIENCE MEASURABLE GOALS & OBJECTIVES

Based on State Assessments and Common Core State Standards (CCSS)

- **Baseline data for grade 3 will be established through a benchmark assessment administered in grade 2 that aligns with the state's assessment system. The previous grade's state assessment results will determine the baseline for the current school year.**

Annually, the percentage of 3rd grade students meeting or exceeding the State Science Performance Standards will increase by 2% year over year resulting in a 10% increase overall over a 5-year period.

Annually, the percentage of 4th grade students meeting or exceeding the State Science Performance Standards will increase by 2% year over year resulting in a 10% increase overall over a 5-year period.

Annually, the percentage of 5th grade students meeting or exceeding the State Science Performance Standards will increase by 2% year over year resulting in a 10% increase overall over a 5-year period.

Annually, the percentage of 6th grade students meeting or exceeding the State Science Performance Standards will increase by 2% year over year resulting in a 10% increase overall over a 5-year period.

Annually, the percentage of 7th through 12th grade students meeting or exceeding the State Science Performance Standards will increase by 2% year over year resulting in a 10% increase overall over a 5-year period.

B. Performance Framework for Measuring and Monitoring Student Program.

These strategies will ensure that teachers have the tools they need to monitor and measure student progress. Student progress monitoring data will be gathered on regular intervals (1 to 4 week intervals) and used to prescribe interventions and accelerated curriculum, strategies and improvements for students on an individual level. The student progress monitoring data will afford teachers and instructional leaders the data and tools they need to make necessary curriculum refinements and data driven instructional improvements based on student mastery of state standards. The instructional strategies used by teachers include inquiry, problem solving, communication, engagement in learning principles and blended learning to improve students motivation to learn and “stick-to-it-ness” ability.

C. Monitoring and Evaluation of Student Progress

1. Consistent school assessments to be used to monitor student academic progress during the school year for each grade level.

- Pre-Kindergarten Assessments – DIAL 3 and Batelle, Report Cards
- Kindergarten Assessments – Kindergarten Report Card Protocol, DIBELS, and MAP (*Measures of Academic Progress*)
- 1st – 6th Grade – DIBELS, STAR, and MAP (*Measures of Academic Progress*), Report Cards, Benchmark Assessment Instrument that Aligns with the State Assessment System, Blended Learning Student Progress Monitoring Tools
- 2nd – 6th Grade – Benchmark Assessment Instrument that Aligns with the State Assessment System, Blended Learning Student Progress Monitoring Tools
- 7th – 12th – Subject-Area Assessments such as ACT (*American College Test*) and USA Test Prep, Blended Learning Student Progress Monitoring Tools that Aligns with the State Assessment
- Classroom Behavior Profile Universal Screener – Using the School’s Student Information System

2. Describe how the school will identify students experiencing difficulty mastering skills and standards, so they can be provided with timely assistance and support.

The school identifies students experiencing academic difficulties by continuously monitoring student work, formative and summative assessments results, and weekly and nine weeks grades. In addition, the school utilizes data from the Universal Screener to identify such students. Students experiencing difficulty are provided Tier II and Tier III interventions as deemed appropriate.

D. High Quality Staff and Professional Development/Professional Learning Community (PLC) System

Goals are to:

- To increase student achievement through high quality planning, instruction and assessment.
- To increase student achievement through highly qualified teachers and support staff.
- To increase student achievement through intensive, collaborative, purposeful and sustained professional development and professional learning communities.
- To increase productivity and cooperation from teachers by including them in the decision-making process, problem solving around core issues affecting student achievement, and by involving them in dialogue and planning through professional learning communities that enhance professionalism and instructional quality.

C. Effectively Addressing ESEA Goals through the Performance Framework

ESEA requires that teachers and paraprofessionals who instruct in core subject areas must meet the highly qualified staff requirements or be working towards meeting the requirements. Therefore, instructional staff will be included in all aspects of student achievement improvement whole school reform effort. The professional development strategies include herein support ESEA goals. All teachers, paraprofessionals, specialists, and administrators should be involved in the training activities that are described in the following professional development summary of key activities/strategies that follow:

□ Understanding and Implementation of Common Core State Standards

- ✓ Effective Teaching Strategies (*Common Core Mathematics, English Language Arts and Science*)
- ✓ Effective Writing Strategies (*Write from the Beginning – Common Core English Language Arts*)
- ✓ Effective Teaching Strategies (Using Madeline Hunter's *Essential Elements of Instruction*)
- ✓ Differentiated Instruction (Using Marzano's *Classrooms That Work Strategies*)
- ✓ Higher Order Thinking Skills and Questioning Strategies (Using *HOTS Strategies*)
- ✓ Student Engagement Strategies (Using Marzano's *The Highly Engaged Classroom Strategies*)
- ✓ Thinking Maps® Integration
- ✓ Blended Learning/Technology Integration Strategies
- ✓ The State's Teacher Evaluation System & Training
- ✓ Behavior Modification and PBIS Techniques
- ✓ Special Education Updates and Training for General Education and Special Education Teachers
- ✓ Effective Use of Instructional Technology in the Classroom (i.e., *Innosite Blended Learning Techniques, SmartBoard, Promethean Board, Laptops, ActiVotes, Broadcast Studio, Apple Computers, iPads, etc.*) – These are suggestions, not recommendations.

ATTACHMENT T

PROFESSIONAL DEVELOPMENT SCOPE & SEQUENCE

INSPIRE CHARTER SCHOOL PROFESSIONAL DEVELOPMENT PLAN PARENT INVOLVEMENT PLAN

Includes STEM, Arts & Blended Learning Integration

Professional Development Schedule and Topics & Planning Steps		Participants (X) ALL THAT APPLY		
		Planning Team	ALL Staff	Parents
June	Pre-School Begin Curriculum & Standards Professional Development (School Administrator, Curriculum, Technology Specialists & Consultants):	X	X	

ATTACHMENT T

PROFESSIONAL DEVELOPMENT SCOPE & SEQUENCE

INSPIRE CHARTER SCHOOL PROFESSIONAL DEVELOPMENT PLAN PARENT INVOLVEMENT PLAN

Includes STEM, Arts & Blended Learning Integration

Professional Development Schedule and Topics & Planning Steps		Participants (X) ALL THAT APPLY		
		Planning Team	ALL Staff	Parents
June	Pre-School Begin Curriculum & Standards Professional Development (School Administrator, Curriculum, Technology Specialists & Consultants):	X	X	

	<ul style="list-style-type: none"> Blended Learning Academy & ARTs Integration Academy (one week) 			
July	Pre-School Begin Curriculum & Standards Professional Development: <ul style="list-style-type: none"> STEM & PBL Academy (one week) 	X	X	
August	Disseminate Information to Parents & Staff, Part I (School Administrator): <ul style="list-style-type: none"> Starting Out Right Video (s) Presentation (Selected annually by the school administrator to inspire and engage parents and staff) Looking in the Mirror Presentation (annual assessment presentation conducted by the school administrator that shows the schools performance on the state tests and covers strengths, weaknesses and plans for the coming year to get better and better) Student/Parents Handbook Issued & Discussed School Bus Safety Training 	X	X	X
August	Disseminate Information to Parents & Staff Part II (School Administrator): <ul style="list-style-type: none"> School Culture & Behavior Standards Discussed State Standards (CCSS) Issued & Discussed School Testing Schedule Issued & Discussed School Calendar Issued & Discussed School Contracts/Compacts Issued & Discussed Parent Volunteers Schedule Discussed and Confirmed 	X	X	X
August	Disseminate Information to Parents & Staff Part III (School Administrator): <ul style="list-style-type: none"> ELL Survey Issued & Discussed Parent Surveys Issued & Discussed Homeless Education Issued & Discussed PTO Sign Up and Fee Schedule Discussed and PTO Projects for the Year are Confirmed Fundraisers for the Current year and Discussed and Confirmed (fundraisers are planned the year prior for implementation for the current year/changes or additions are not allowed/fundraising is important to the school; however fundraising management is more important so not to over obligate parents) Home Visits Schedule & Teacher Websites (What's Important and What's Not) Home Visits Where Teachers Model Parental Reading Support Strategies 	X	X	X

INSPIRE STEM & ARTS SCHOLARS ACADEMY

August On-going	Staff School Year Overview (Data & Expectations) <ul style="list-style-type: none"> • Response to Intervention (Student Support Team Training) Training • Student Progress Benchmark Assessments Training & Schedule • Planning and Student Achievement Goals and Expectations Professional Learning Communities Training • Teacher Evaluation System Training & Implementation • State and Common Core State Standards (CCSS) Curriculum Enhancement Training • Effective Planning for Championship Teaching • School Safety and Supervision Training • Effective Management of Student Records and Cumulative Folders Training 	X	X	
September On-going	Disseminate Information to Parents & Staff Part IV (School Administrator): <ul style="list-style-type: none"> • Bullying Prevention & School Reporting System for a Bully-Free School Zone • Reading Achievement Discussed (Reading Goal: Students Reading on Grade Level by the end of Third Grade and Staying on Track) • Emergency Procedures & Weather Drills Training • Educational Field Trip Schedule Discussed and Confirmed (educational field trip planning occurs the year prior by teachers for the current school year/additions are not allowed for budgeting and alignment with curriculum expectations formulation) 	X	X	X
September On-going	STEM Curriculum & Integration Strategies: <ul style="list-style-type: none"> • Learning the STEM Way: Comprehensive School Reform Implementation Training • Effective STEM Lesson Planning • STEM Projects Based Learning & Special Projects • STEM & Common Core State Standards Professional Learning Communities 	X	X	
September On-going	Achievement Monitoring & Improvement Strategies: <ul style="list-style-type: none"> • Overview of Student progress Monitoring & Benchmark Data for School, Classroom, and Individual Student Data • Analysis of Current Student Data • Intervention & Acceleration Planning 	X	X	

INSPIRE STEM & ARTS SCHOLARS ACADEMY

	<ul style="list-style-type: none"> Professional Learning Communities Improving of Achievement Teacher Collaboration Sessions 			
September On-going	Arts Integration Strategies, Part I: <ul style="list-style-type: none"> Plan School-wide Arts Projects with Staff & Community/College Arts Professions & Students Plan Classroom Projects by Arts Integration Themes & Areas/Locations (inside school and in the community) 	X	X	
October	Arts Integration Strategies, Part II: <ul style="list-style-type: none"> Plan & Schedule the School's Arts Integration Billboards for the Year Plan the After School Arts & Design Projects by Grade Level 	X	X	
October On-going	Effective Blended Learning & Technology Integration in Teaching and Learning Strategies: <ul style="list-style-type: none"> Blended Learning Intervention, Acceleration, Student Progress Monitoring & Credit Recovery as appropriate Using Classroom Technology Effectively (i.e. electronic whiteboard, response clickers, Skype ©, etc.) 	X	X	
October	Parent Teacher Conference Day & Open House <ul style="list-style-type: none"> On-Site and On-Target Parent/Teacher Conferences Followed by Dinner and a Movie (Parents & Teachers) 	X	X	X
October On-going	Parent Saturday Academy Conduct Parents Needs Assessment & Opinion Surveys (How are we doing so far?): <ul style="list-style-type: none"> School-Based e-Learning and Digital Reading Plan & Demonstration Administer Parents/Guardians Needs Assessment Surveys (given electronically) Administer Parents/Guardians Opinion Surveys (given electronically) Discuss Survey Data from Live Portal & Talk Parent Academy will be held once/per quarter and designed around parents' needs and concerns about their children. 	X	X	X

INSPIRE STEM & ARTS SCHOLARS ACADEMY

October On-going	Effective Instruction: Things Teachers Must Know & Do, Part I: <ul style="list-style-type: none"> PLCs Best Practices for Effective Reading Instruction and by Class/Grade Data Examination PLCs Best Practices for Effective Math Strategies and by Class/Grade Data Examination PLCs in Best Practices in Writing by Class/Grade Data Examination PLCs Best Practices in Differentiated Instruction and by Class/Grade Data Examination 	X	X	
October On-going	Teacher Coaching Where Needed: <ul style="list-style-type: none"> Effective Instruction Using Common Core State Standards Effective Teaching Using Differentiated Instruction Strategies Effective Use of Student Engagement Strategies and Blended Learning & Classroom Technology Interpreting Student Data & Developing Individual Student Achievement Plans Effective Use of Essential Elements of Instruction 	X	X	
November On-going	Effective Instruction: Things Teachers Must Know & Do, Part II: <ul style="list-style-type: none"> PLCs in Understanding and Implementing Common Core State Standards/Critical Higher Order Thinking PLCs in Teacher Evaluation System Rubrics & Correlates PLCs in Understanding & Educating Children of Poverty and by Class/Grade Data Examination PLCs in Understanding & Educating Black Boys and by Class/Grade Data Examination 	X	X	
November On-going	Teacher Coaching Where Needed: <ul style="list-style-type: none"> Effective Instruction Using Common Core State Standards Effective Teaching Using Differentiated Instruction Strategies Effective Use of Student Engagement Strategies and Blended Learning & Classroom Technology Interpreting Student Data & Developing Individual Student Achievement Plans Effective Use of Essential Elements of Instruction 	X	X	
November On-going	STEM Curriculum & Integration Strategies: <ul style="list-style-type: none"> Learning the STEM Way: Comprehensive School Reform Implementation Training 	X	X	

INSPIRE STEM & ARTS SCHOLARS ACADEMY

	<ul style="list-style-type: none"> Effective STEM Lesson Planning STEM Projects Based Learning & Special Projects STEM & Common Core State Standards Professional Learning Communities 			
December On-going	Teacher Coaching Where Needed: <ul style="list-style-type: none"> Effective Instruction Using Common Core State Standards Effective Teaching Using Differentiated Instruction Strategies Effective Use of Student Engagement Strategies and Blended Learning & Classroom Technology Interpreting Student Data & Developing Individual Student Achievement Plans <p>Effective Use of Essential Elements of Instruction</p>	X	X	
December On-going	Effective Instruction: Things Teachers Must Know & Do, Part III: <ul style="list-style-type: none"> PLC in Best Practices in Response to Intervention (Rtl) and by Class/Grade Data Examination PLCs in Best Practices for Educating Children with Disabilities by Class/Grade Data Examination PLCs Best Practices in English Language Learners (ELL) and by Class/Grade Data Examination PLCs Best Practices in Instructing Children with ADHD and by Class/Grade Data Examination 	X	X	
December On-going	Parent Saturday Academy Conduct Parents Needs Assessment & Opinion Surveys (How are we doing so far?): <ul style="list-style-type: none"> Administer Parents/Guardians Needs Assessment Surveys (given electronically) Administer Parents/Guardians Opinion Surveys (given electronically) Discuss Survey Data from Live Portal & Talk Parent Academy will be held once/per quarter and designed around parents' needs and concerns about their children. 	X	X	X
January On-going	Effective Support System Training: <ul style="list-style-type: none"> Positive Behavior Incentive Program Positive Behavior Interventions & Support (PBIS) Training Resources: http://www.pbis.org/school/default.aspx http://www.resa.net/curriculum/positivebehavior/ 	X	X	

INSPIRE STEM & ARTS SCHOLARS ACADEMY

	<ul style="list-style-type: none"> Effective Reading Tutoring for Struggling Learners Effective Math Tutoring for Struggling Learners 			
January On-going	Parent Teacher Conference Day & Open House <ul style="list-style-type: none"> On-Site and On-Target Parent/Teacher Conferences Followed by Dinner and a Movie (Parents & Teachers) 	X	X	X
January On-going	Teacher Coaching Where Needed: <ul style="list-style-type: none"> Effective Instruction Using Common Core State Standards Effective Teaching Using Differentiated Instruction Strategies Effective Use of Student Engagement Strategies and Blended Learning & Classroom Technology Interpreting Student Data & Developing Individual Student Achievement Plans Effective Use of Essential Elements of Instruction 	X	X	
February On-going	Teacher Coaching Where Needed: <ul style="list-style-type: none"> Effective Instruction Using Common Core State Standards Effective Teaching Using Differentiated Instruction Strategies Effective Use of Student Engagement Strategies and Blended Learning & Classroom Technology Interpreting Student Data & Developing Individual Student Achievement Plans Effective Use of Essential Elements of Instruction 			
February On-going	STEM Curriculum & Integration Strategies: <ul style="list-style-type: none"> Learning the STEM Way: Comprehensive School Reform Implementation Training Effective STEM Lesson Planning STEM Projects Based Learning & Special Projects <p>STEM & Common Core State Standards Professional Learning Communities</p>	X	X	
March On-going	Effective Instruction: Things Teachers Must Know & Do, Part IV: <ul style="list-style-type: none"> PLCs Best Practices for Effective Reading Instruction and by Class/Grade Data Examination 	X	X	

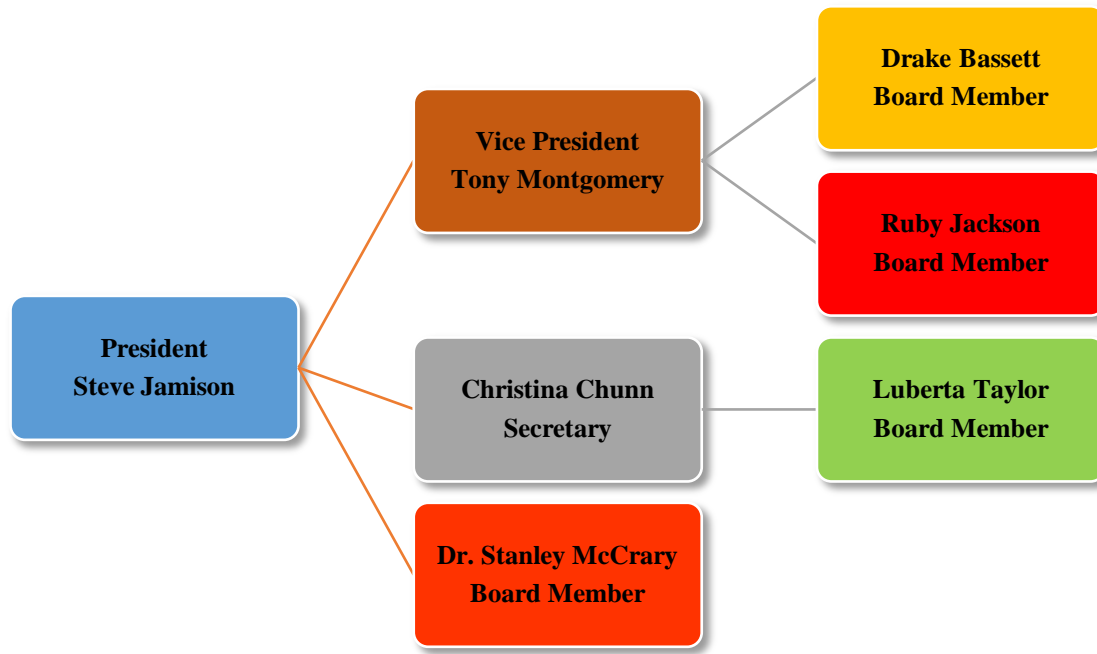
INSPIRE STEM & ARTS SCHOLARS ACADEMY

	<ul style="list-style-type: none"> PLCs Best Practices for Effective Math Strategies and by Class/Grade Data Examination PLCs in Best Practices in Writing by Class/Grade Data Examination PLCs Best Practices in Differentiated Instruction and by Class/Grade Data Examination 			
March On-going	Teacher Coaching Where Needed: <ul style="list-style-type: none"> Effective Instruction Using Common Core State Standards Effective Teaching Using Differentiated Instruction Strategies Effective Use of Student Engagement Strategies and Blended Learning & Classroom Technology Interpreting Student Data & Developing Individual Student Achievement Plans Effective Use of Essential Elements of Instruction 	X	X	
March On-going	Parent Saturday Academy Conduct Parents Needs Assessment & Opinion Surveys (How are we doing so far?): <ul style="list-style-type: none"> Administer Parents/Guardians Needs Assessment Surveys (given electronically) Administer Parents/Guardians Opinion Surveys (given electronically) Discuss Survey Data from Live Portal & Talk Parent Academy will be held once/per quarter and designed around parents' needs and concerns about their children. 	X	X	X
April On-going	Effective Instruction: Things Teachers Must Know & Do, Part V: <ul style="list-style-type: none"> PLCS in Best Practices for Teaching Strategies to Support Common Core State Standards PLCs in Best Practices in Developing Writing Journals and Authors PLCs in Best Practices in Projects Based Learning PLCs in Best Practices for Student State Assessment Preparation & Testing Environment Best Practices in Quality Extended Year PLCs in Achievement & Enrichment (Summer Achievement Planning) 	X	X	
April On-going	Parent Teacher Conference Day & Open House <ul style="list-style-type: none"> On-Site and On-Target Parent/Teacher Conferences 	X	X	X

INSPIRE STEM & ARTS SCHOLARS ACADEMY

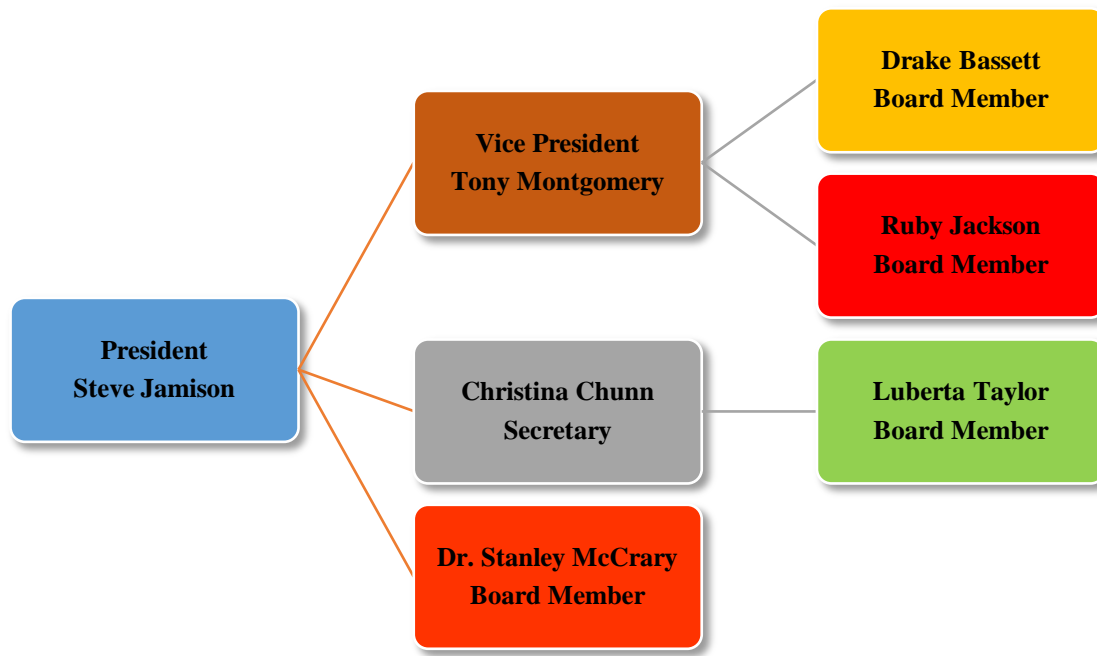
	<ul style="list-style-type: none"> Followed by Dinner and a Movie (Parents & Teachers) State Testing Preparation: Parent Information 			
April On-going	Teacher Coaching Where Needed: <ul style="list-style-type: none"> Effective Instruction Using Common Core State Standards and by Class/Grade Data Examination Effective Teaching Using Differentiated Instruction Strategies and by Class/Grade Data Examination Effective Use of Student Engagement Strategies and by Class/Grade Data Examination and by Class/Grade Data Examination and Blended Learning & Classroom Technology Interpreting Student Data & Developing Individual Student Achievement Plans and by Class/Grade Data Examination Effective Use of Essential Elements of Instruction and by Class/Grade Data Examination 	X	X	
May	Teacher Reflections & Student Intervention Planning for Struggling Student Who will Not Be Promoted: <ul style="list-style-type: none"> Prepare for State Tests by Conducting “Boot Camp Testing Day Simulation with Practice Tests & Testing Environments PLCs Around Weakness Areas for Students Not Promoting by Teacher, by Grade Parents & Administrator Meetings with Parents of Students who will Not Promote to the Next Grade to discuss Summer Intervention by Teacher, by Grade PLCs around Instructional Materials and Supplies, Textbooks, Workbooks, Technology and Software Including Preparation and submission of Order by Teachers after Administrative Approval. Complete Extended Year/Summer School Planning Conduct Awards Day, Recognition and Kindergarten and Sixth Grade Class Graduation Ceremony with Students, Staff and Parents 	X	X	
<p style="text-align: right;">* On-going signifies a minimum of once per quarter. PLCs: Professional Learning Communities * PBLs: projects-Based Learning</p> <p>*Consultants who are curriculum and parent involvement specialists will assist the Instructional Leader in Professional Development, Coaching of Teachers to Improve Student Achievement and Getting and Keeping Parents Involved as Needed</p>				

ATTACHMENT U
ORGANIZATIONAL CHART WITH LINES OF AUTHORITY FOR
GOVERNING BOARD



ATTACHMENT V COMPLETED SCHOOL BOARD QUESTIONNAIRES

INSPIRE CHARTER SCHOOL BOARD OF TRUSTEES COMPLETED QUESTIONNAIRES



ATTACHMENT V

COMPLETED SCHOOL BOARD QUESTIONNAIRES

INSPIRE CHARTER SCHOOL BOARD OF TRUSTEES COMPLETED QUESTIONNAIRES

Steve Jamison

Personal:

- > Born in Monroe County Mississippi to the late, Mr. and Mrs William Jamison Sr. as the youngest of six siblings.
- > Married for more than 39 years, one daughter, son-in-law and grandson.

Education:

- > Educated in the Public School System of Clay County Mississippi
- > Received an associate degree in Biblical Studies, a division of Morehouse, Atlanta, GA
- > Graduate of Charles Harrison Mason Theological Seminary/Mississippi Site
 - COGIC Doctrine
 - The Heart of Hebrew History
 - The Heart of New Testament History
 - Great Biblical Truths
 - Sermon Preparation
 - Human Communication

- > Trained Counselor

Work Experience:

- > Worked in Construction since 1967, has experience in all phases of the industry.
- > Master Mason in concrete, brick, stone, including block masonry.
- > Sub contractor for Harry Terrell Construction & D.S. McClanahan Construction Co.
- > Construction Manager in charge of masonry for Alpha Construction on the Kimberly Clark Plant in Corinth, MS.
- > Owned and operated Quality Masonry Company
- > Owned and operated General Contractors, Inc.
 - General Contractors Inc. performed work on the Columbus, Air Base, built the Algiers Levy Set Back in New Orleans LA., & built the Panola Quisman Levy in Charleston, MS.*
- > The first 8-A firm in the city of Columbus, MS with more than fourteen million in annual revenues.
- > Worked as Construction Liaison on the several large church construction projects in the Southeast.
- > Experienced in commercial, industrial and residential construction.
- > Presently owner and operator of S&L Construction Inc.

Religious:

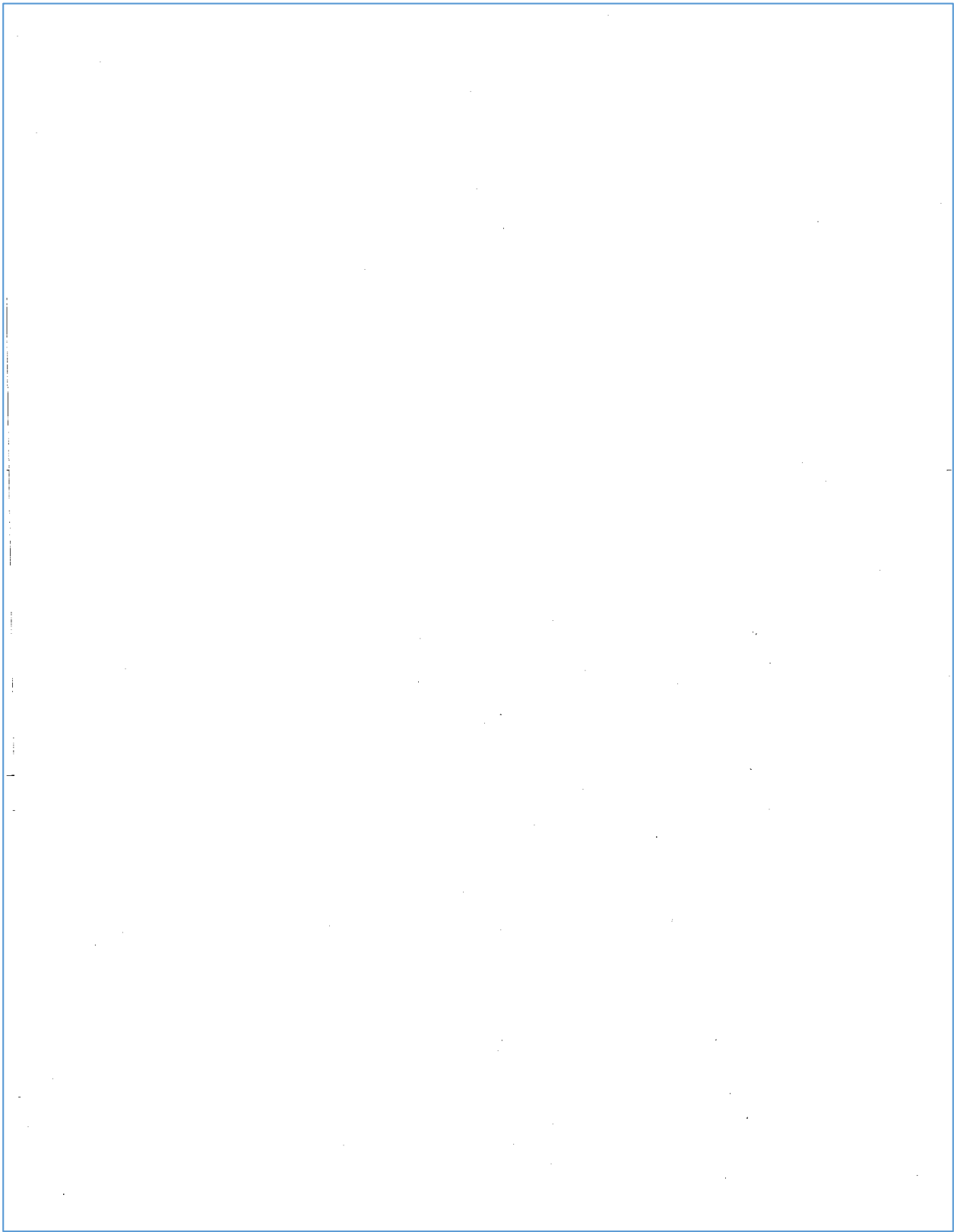
- > Pastor and founder of Maranatha Faith Center, MS
- > Served as facilitator for the Charles Harrison Mason School of Ministry, Columbus site
- > Ordained Elder of the Church of God in Christ for more than 35 years

Community involvement:

Was instrumental in having the former Kerr McGee Wood Treatment Facility placed on the National Priority List of the Environmental Protection Agency/EPA. Also serves as organizer and chairman of The Memphis Town Community Action Group, which serve as a liaison group between the EPA and Stake Holders of the Memphis Town Community.

Hobbies:

- Horse back riding
- Antique car enthusiast



Charter School Board Member Questionnaire

(To be completed individually by each proposed board member for the Charter School)

The purposes of this survey are: 1) to supply pertinent information to the application review team; 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development; and 3) to identify any potential conflict of interest you may have as a board member.

Conflict of Interest

The information requested below is being requested to identify any potential conflicts of interest that you may have as a board member. This is in alignment with best practices in non-profit and charter school governance and is also DP's policy for its board members. If the charter school is approved, any conflict of interest that is identified must be addressed by the charter school in alignment with its board conflict of interest policy.

Background/Criminal History Checks

Background checks are an important volunteer management tool for charter schools. The safety of students, employees, and board members is of utmost importance. Moreover, the judicious oversight of the school's finances and operations is among the governing board's main responsibilities. Accordingly, applicant is to submit criminal background checks on all Charter School Board Members.

Contact Information

Are you a Mississippi resident? Yes

Are you a United States citizen? (Please provide proof as an attachment to this document.)

Yes

Will any of your children attend this public charter school? N/A

If yes, how many?

Will you be able to attend regularly scheduled board meetings? Yes

Check your highest education level:

High School/GED

Associate's Degree Trade/Business School X

BA or BS Degree

Master's Degree MD, DO, JD, Ph.D., etc.

Please check each area of expertise you would contribute to the board:

3

Telephone

Email

Employer Address

Employer/City/State/Zip

Have you ever managed a school? No.

If yes, provide as an attachment to this document annual student achievement data, disaggregated by subgroup, for every school under your current or prior management.

Conflict of Interest

1. Indicate whether you currently or have previously served on a board of a school district or another Charter School. No.

If yes please list the board(s) and date(s) of service.

2. Have you been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency, professional association, disciplinary committee, or other professional group? No.

If yes, please explain.

3. Do you or an immediate family member have a close personal relationship with the School or any individual(s) associated with the School that would make it difficult for you to execute your duties as a board member in an independent manner? No.

If yes, please describe.

4. Do you or any immediate family members have any contractual agreements with the School? No

If yes, please describe.

5. Have or will you or any member of your immediate family receive funds, gifts, loans, services or any other consideration for any purpose from the School or any other company contracting or providing service to the School? No.

If yes, please describe.

6. Will you or any member of your immediate family be leasing or selling any real estate property to the School? No.

If yes, please explain the arrangement in detail.

7. Have or will you or any immediate family members be guaranteeing or granting any loans or services- at no charge or for charge- to the School or any other company contracting or providing service to the School? No.

If yes, please describe.

8. Are or will you or any immediate family members be employed at the School (either directly or as an employee of the educational service provider or any other company contracting or providing service to the School? No.

If yes, please describe.

9. Are or will you or any immediate family member be serving as an officer, director, trustee, sole proprietor, employee, sales representative, agent, consultant, independent contractor, or advisory board member to the educational service provider or any other company, organization or agency funding projects, goods or service to the School? No.

If yes, please describe.

10. Do you or an immediate family member own stock or have direct or indirect financial interest in any contract where the financial interest amounts to \$250 or 5% or more of the contract costs to the School, or the financial interest amounts to \$5000.00 or more in any corporation, partnership, association or joint venture involving the School, educational service provider, or any other company or entity contracting with the School? No.

If yes, please describe

11. Do you or an immediate family member know any individual(s) or entity(ies) that does or plans in the next year to engage in business or any exchange of services with the School?
No.

If yes, please describe.

12. Other than your current board position, do you currently serve as an elected or appointed public official? No.

If yes, please describe.

13. Do you currently serve with any other board, group or corporation that has an interest in the actions you would take as a member of the board? No.

If yes, please explain.

14. Do you foresee any potential ethical or legal conflicts of interest if you serve on the School Board? No
If yes, please explain.

15. To the best of your knowledge, are there situations not described in this questionnaire which may give the appearance of a conflict of interest between you or a member of your immediate family, or would make it difficult for you to execute the duties of your office in an independent manner? No.

If yes, please describe.

School Mission and Program:

1. What is your understanding of the school's mission and guiding beliefs?

The school will seek to provide a learning environment where the primary focus is the student. We will seek to provide a nurturing atmosphere that addresses the academic and social needs, thus fostering a well rounded citizen as it's end result.

2. What is your understanding of the school's proposed educational program?

The school's educational program will traditional while but will also utilize certain enhanced educational program with resources from the community and local universities.

3. What do you believe to be the characteristics of a successful school?

I believe the characteristics of a successful school are:

- a. A Vision for the school
- b. Dedicated Leadership
- c. High Academic Standards
- d. Family, Community, and School Partnerships
- e. Professional Development for the Staff
- f. Evidence of Success(Data)

Governance:

- I. Why do you wish to serve on the board?

Having observed the failing conditions of our current school district, and having an understanding that our children can not succeed in a fast paced world with a substandard education. I am therefore compelled by my sense of posterity to lend my strength and experience to help secure the prosperity of the next generation. And it is my firm belief

Columbus Ms.

2. What is your understanding of the appropriate role of a public charter school board member?

My understanding of the role of a public charter school board member is to advocate for students, set

policy, monitor progress and finances, and be an advocate for charter school education.

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

For the past 40 years I have worked as a General Contractor, Construction Manager, and Construction Consultant. As such I have handled multi million dollar budgets, the scheduling of personnel and resources, as well as running day to day operations. I am currently retired from the construction industry and pastoring a church I found in 1980.

4. Provide a forecast of where you see the school after its first year of operation and then again in four years. Please be sure to include high level academic and financial components.

I believe in the first year Inspire will have established itself as a major academic resource in this area. We will accomplish this by focusing on not only the best and brightest students in our community, but, by reaching out to those students who have fallen thru the cracks of the traditional educational system. By our fourth year, Inspire will have become an institution that both Parents and Students will look to for excellency in the educational process. Therefore, I forecast that in the first year the school will brake even and by its fourth year will show a substantial profit to be invested in advances for the future.

5. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

To ensure success the board needs:

- a. Hire a competent staff
- b. Follow all the guidelines of a public charter school
- c. Monitor the progress of the school
- d. Monitor the finances of the school
- e. Monitor the physical facilities of the school

organizations and churches.

6. How would you handle a situation in which you believe one or more members of the school's board was acting unethically or not in the best interests of the school?

If I thought a school board member or members were acting unethically, I would approach them directly. I would seek to acquire a complete understanding of their actions as to avoid any premature or unwarranted actions on my part. If they could not convince they were working in the schools best interests, I would give the board a written presentation of my concerns for further deliberation on the matter.

Certification

I recognize that all information submitted with this conflict of interest disclosure (with the exception of the background check) becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold the Mississippi Charter School Authorizer Board, its trustees, officers, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations.

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and, if the proposed charter school is approved, agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest. Further, if the proposed charter school is approved, I recognize that falsification or failure to submit a complete annual conflict of disclosure becomes justification for removal.


Board Member's Signature

Date March 11, 2014

Board Member's Printed Name
Rev. Steve Jamison

Date March 11, 2014

Ruby Jackson, Board Member

Dr. Stanley McCrary, Board Member

RUBY S. JACKSON

OBJECTIVE

Resume' for Mississippi Charter School Board Position

SUMMARY OF QUALIFICATION

June, 2004: Certified Mental Health Therapist

May, 2003: Master's Degree in Emotional & Behavioral Disorders/ Special Education

EMPLOYMENT

July 2013 – Present: Community Counseling Services, Columbus, MS 39701

Adult Mental Health Therapist

March 2011 – July 2013: Community Counseling Services, Starkville, MS 39759

Elderly Program Manager/ Adult Mental Health Therapist

August 2006 – October 2010: Region III Mental Health, Tupelo, MS 38801

School-Based Therapist – Grades K-6

August 2001 – July 2006: Community Counseling Services, Columbus, MS 39701

Children's Mental Health Therapist

EMPLOYMENT (continued)

March 2001 – August 2001: Mark Mitchell Children's Shelter

Children's Services Coordinator

EDUCATION

Current – University of West Alabama – Livingston, AL

Master Degree in Counseling w/ plans to apply for License in Professional
Counseling

May, 2003 – Mississippi State University – Starkville, MS

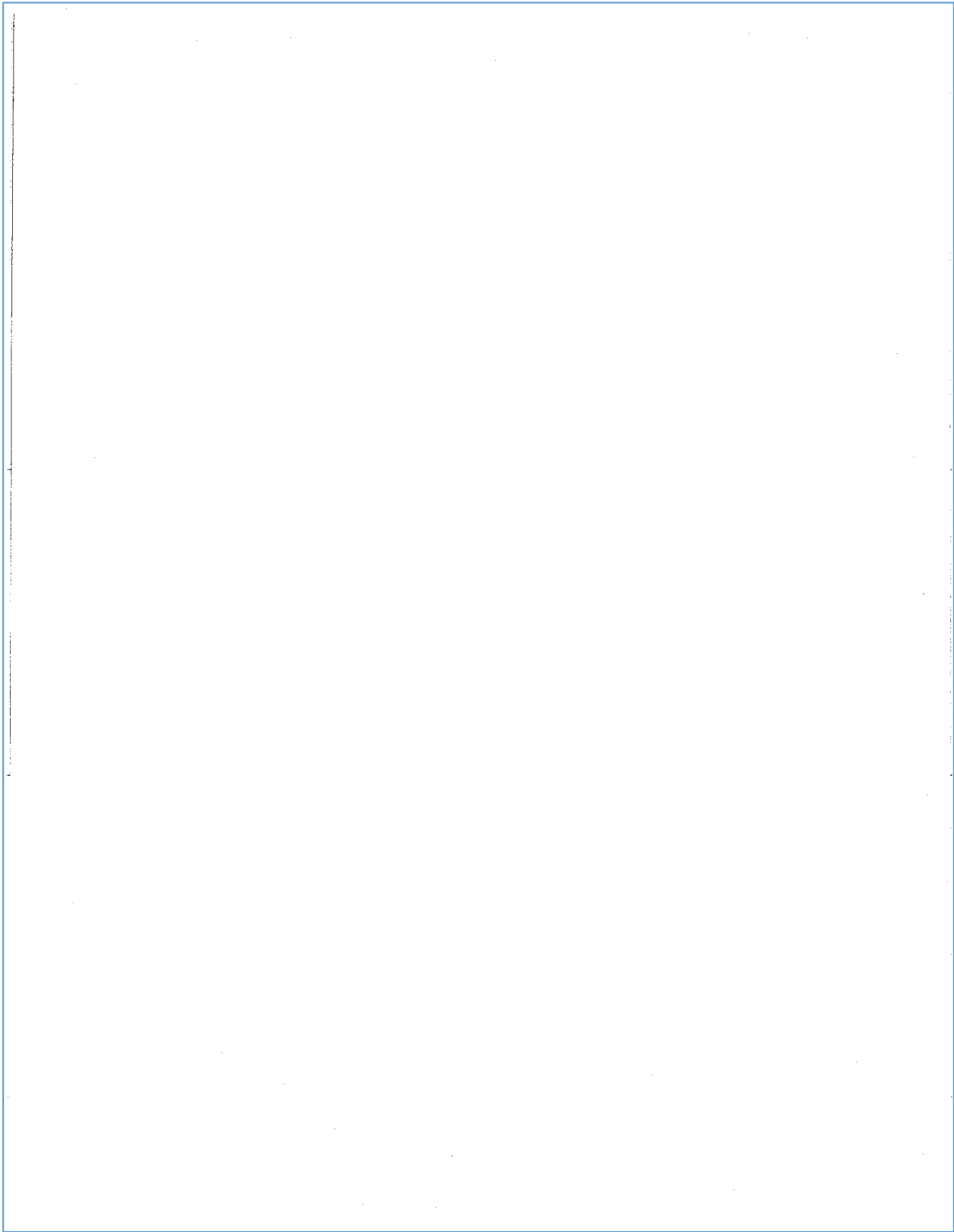
Master Degree in Emotional & Behavioral Disorders/ Special Education

May, 2001 – Mississippi University for Women – Columbus, MS

Bachelor Degree in Family & Consumer Science

May, 1999 – East Mississippi Community College – Mayhew, MS

Associate Degree in Social Work



Charter School Board Member Questionnaire

(To be completed individually by each proposed board member for the Charter School)

The purposes of this survey are: 1) to supply pertinent information to the application review team; 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development; and 3) to identify any potential conflict of interest you may have as a board member.

Conflict of Interest

The information requested below is being requested to identify any potential conflicts of interest that you may have as a board member. This is in alignment with best practices in non-profit and charter school governance and is also DPS policy for its board members. If the charter school is approved, any conflict of interest that is identified must be addressed by the charter school in alignment with its board conflict of interest policy.

Background/Criminal History Checks

Background checks are an important volunteer management tool for charter schools. The safety of students, employees, and board members is of utmost importance. Moreover, the judicious oversight of the school's finances and operations is among the governing board's main responsibilities. Accordingly, applicant is to submit criminal background checks on all Charter School Board Members.

Contact Information

Name of charter school	
Your name	<i>Andy Jackson</i>
Home address	
City/State/Zip	
Telephone	
Email	
Employer Address	<i>Community Counseling Services 1001 Main St</i>
Employer City/State/Zip	<i>Bohls MS 39701</i>

Are you a Mississippi resident? ☒ Yes. ☐ No.

Are you a United States citizen? (Please provide proof as an attachment to this document.)

☒ Yes. ☐ No.

Will any of your children attend this public charter school? ☒ Yes. ☐ No.

If yes, how many? *1*

Will you be able to attend regularly scheduled board meetings? ☒ Yes. ☐ No.

Check your highest education level:

☐ High School/GED ☐ Associate's Degree ☐ Trade/Business School
☐ BA or BS Degree ☒ Master's Degree ☐ MD, DO, JD, Ph.D., etc.

Please check each area of expertise you would contribute to the board:

Community Service	Education	Finance	Fundraising	Law
✓	✓	✓	✓	
Management	Marketing	Parental Involvement	Personnel	Public Relations
		✓		

Board members' resumes should be attached to this questionnaire.

Have you ever managed a school? ☐ Yes. ☒ No.

If yes, provide as an attachment to this document annual student achievement data, disaggregated by subgroup, for every school under your current or prior management.

Conflict of Interest

1. Indicate whether you currently or have previously served on a board of a school district or another Charter School. ☐ Yes. ☒ No.

If yes please list the board(s) and date(s) of service.

2. Have you been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency, professional association, disciplinary committee, or other professional group? ☐ Yes. ☒ No.

If yes, please explain.

3. Do you or an immediate family member have a close personal relationship with the School or any individual(s) associated with the School that would make it difficult for you to execute your duties as a board member in an independent manner?
☐ Yes. ☒ No.

If yes, please describe.

4. Do you or any immediate family members have any contractual agreements with the School? ☐ Yes. ☒ No.

If yes, please describe.

5. Have or will you or any member of your immediate family receive funds, gifts, loans, services or any other consideration for any purpose from the School or any other company contracting or providing service to the School? ☐ Yes. ☒ No.

If yes, please describe.

6. Will you or any member of your immediate family be leasing or selling any real estate property to the School? ☐ Yes. ☒ No.

If yes, please explain the arrangement in detail.

7. Have or will you or any immediate family members be guaranteeing or granting any loans or services—at no charge or for charge—to the School or any other company contracting or providing service to the School? ☐ Yes. ☒ No.

If yes, please describe.

8. Are or will you or any immediate family members be employed at the School (either directly or as an employee of the educational service provider or any other company contracting or providing service to the School)? ☐ Yes. ☒ No.

If yes, please describe.

9. Are or will you or any immediate family member be serving as an officer, director, trustee, sole proprietor, employee, sales representative, agent, consultant, independent contractor, or advisory board member to the educational service provider or any other company, organization or agency funding projects, goods or service to the School?
☐ Yes. ☒ No.

If yes, please describe.

10. Do you or an immediate family member own stock or have direct or indirect financial interest in any contract where the financial interest amounts to \$250 or 5% or more of the contract costs to the School, or the financial interest amounts to \$5000.00 or more in any corporation, partnership, association or joint venture involving the School, educational service provider, or any other company or entity contracting with the School?

☐ Yes. ☒ No.

If yes, please describe.

11. Do you or an immediate family member know any individual(s) or entity(ies) that does or plans in the next year to engage in business or any exchange of services with the School?

☐ Yes. ☒ No.

If yes, please describe.

12. Other than your current board position, do you currently serve as an elected or appointed public official? ☐ Yes. ☒ No.

If yes, please describe.

13. Do you currently serve with any other board, group or corporation that has an interest in the actions you would take as a member of the board? ☐ Yes. ☒ No.

If yes, please explain.

14. Do you foresee any potential ethical or legal conflicts of interest if you serve on the School Board? ☐ Yes. ☒ No.

If yes, please explain.

15. To the best of your knowledge, are there situations not described in this questionnaire which may give the appearance of a conflict of interest between you or a member of your immediate family, or would make it difficult for you to execute the duties of your office in

an independent manner?

☐ Yes.

☒ No.

If yes, please describe.

School Mission and Program:

1. What is your understanding of the school's mission and guiding beliefs?

That parents have the right & responsibility to ensure proper & appropriate education for their children w/ options

2. What is your understanding of the school's proposed educational program?

That it will be based on state curriculum however teachers will be able to deviate from regular teaching methods

3. What do you believe to be the characteristics of a successful school?

High standards & expectations for all students. Effective leadership. Curriculum that grows along w/ state standards

Governance:

1. Why do you wish to serve on the board?

I don't have to. But if I can do anything to see that this mission is accomplished

2. What is your understanding of the appropriate role of a public charter school board member?

I feel a school board member is instrumental in setting vision and goals for the school, helping to push the school on track, ensuring that appropriate teachers are hired & work w/ students

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

None.

4. Provide a forecast of where you see the school after its first year of operation and then again in four years. Please be sure to include high level academic and financial components.

I feel this school can & will be instrumental in being an appropriate model for our public school & where it needs to be

5. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Keeping the # low at first, engaged teachers & parental involvement

6. How would you handle a situation in which you believe one or more members of the school's board was acting unethically or not in the best interests of the school?

Certification

I recognize that all information submitted with this conflict of interest disclosure (with the exception of the background check) becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold the Mississippi Charter

School Authorizer Board, its trustees, officers, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations.

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and, if the proposed charter school is approved, agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest. Further, if the proposed charter school is approved, I recognize that falsification or failure to submit a complete annual conflict of disclosure becomes justification for removal.

Nancy Jackson

3/6/14

Board Member's Signature

Date

Board Member's Typed Name

Date

DRAKE BASSETT

SUMMARY

A highly accomplished executive with 20 years of progressive experience in building, restoring and managing businesses in the information services industry. A trusted leader who moves businesses forward through a combination of informed decisions and collaborative leadership. A proven ability to cultivate C-Level relationships across a variety of industries. A seasoned manager with experience organizing and managing diverse groups in the US. Areas of expertise include:

- Organizational and business leadership
- P&L management
- Strategic planning/tactical management
- Talent development and organizational design
- International business development
- Operational leadership in technology and process
- Solution selling and business consulting
- Financial leadership and cost management

EXPERIENCE

Nielsen Claritas, New York, NY

Nielsen Claritas is the leading provider of consumer segmentation & local market insights for a wide range of industries. Nielsen Claritas has over 1,800 clients, from Fortune 100 leaders to small businesses.

CHIEF EXECUTIVE OFFICER, PRESIDENT

2010 – present Full P&L responsibility for the Claritas division of Nielsen with \$90+ million in revenue and 250 employees, including five Sr. Vice-President direct reports. Responsible for Management of Sales, Client Development, Marketing, Product Development and Industry Analysts as well as overall strategic direction of the division.

- Repositioned business to pursue new growth through Global Expansion, Product Innovation and Client Facing Strategies
- Established new Segmentation and Analytics team yielding high dollar, strategic client relationships
- Integrated key company assets across Nielsen to create new products and expand services
- Achieved record, double-digit growth in profits in 2010.
- On track to exceed profit targets in 2011 with 10% YOY growth
- Initiated technology partnerships with principal partners to address software gaps
- Executed a restructuring of the client facing organization to leverage new services with Fortune 500 clients
- Developed C-Level relationships with top clients in the US. Clients include Volkswagen, ESPN, AT&T, Citibank, Best Buy
- Established a dedicated sales and service relationship in China to expand the business in Asia/Pacific Region
- Participating leader in the Product Leadership Team for Nielsen – integrating capabilities, establishing partnerships and providing input on Corporate Strategy and Goals
- Joined the Advisory Board of the Global Retail Marketing Association to advance Nielsen's presence in the retail industry

CHIEF OPERATING OFFICER

2008 – 2010

Overall responsibility for all operational aspects of the company. Financial responsibility including EBITDA targets and cost savings. Responsible for Management of Sales, Client Development, Marketing, Product Development and strategic direction of the division.

- Achieved Profit targets while maintaining revenue goals
- Successfully managed integration of all Product Development, IT, and Q/A testing into larger Nielsen organization
- Implemented Quarterly Business Reviews and Budget Planning process
- Led restructuring of client service organization to mobilize support of key business verticals
- Continued management of Human Resources with emphasis on organizational development and talent upgrade
- Secured key agreements with key media partners generating new revenue streams and product innovation

DRAKE BASSETT

PAGE 2

203.304.9277 / ebassett14@gmail.com

CHIEF HUMAN RESOURCES OFFICER

2007-2010

Requested by President to assume all strategic and tactical H.R. functions for Claritas. Represented Claritas within the larger Nielsen HR organization and centralized division responsible for all sales, servicing, marketing and product development to the Financial Services sector.

- Served as advisor to the President on all personnel decisions and executive team changes
- Implemented new compensation model for all managers and client facing personnel
- Implemented new performance review process for the organization
- Led new training for managers to focus on best practices for people and performance
- Successfully managed required reduction in force while maintaining company performance standards
- Negotiated employee conflicts and resolved any legal disputes
- Led Employee Engagement initiatives to strengthen performance

Claritas, VNU, Inc.

GENERAL MANAGER AND SENIOR VICE PRESIDENT Ithaca, NY

2004- 2007

Requested by President to assume oversight of under-performing office that included Production Services, Business Development, Financial staff, and Human Resources.

- Improved employee performance and satisfaction scores by 16% in one year.
- Established monthly manager meetings to review process, problems and highlight success
- Led Business Development team to exceed revenue targets 4 years in a row
- Responsible for increasing revenue plans eventually exceeding \$14mm
- Joined the Executive team to ensure regular communication of strategic goals with staff
- Identified opportunities for management changes and quickly moved to build a strong team
- Streamlined production process to expedite delivery, reduce inefficiencies and increase output

Claritas, VNU, Inc.

VICE PRESIDENT OF BUSINESS DEVELOPMENT Atlanta, GA

2001 – 2004

Led Business Development for the Southeast team based in Atlanta

- Restored underperforming team to achieve and exceed revenue targets
- Built team consisting of five sales professionals and six client service managers
- Developed multiple verticals with special emphasis on Telecommunications and Retail
- Responsible for generating in excess of \$7M in revenue each year

Prism Solutions

REGIONAL MANAGER

Atlanta, GA

1997- 1998

Recruited by the C.E.O. to launch a new software line delivering insights and metrics on data quality; responsible for new product initiative and new revenue stream.

- Achieved new client and revenue targets.
- Created collaborative strategy to expand product via third party channels and existing clients
- Presented to IT executives and technology officers

Claritas, VNU, Inc.

DIRECTOR OF SALES & CLIENT SERVICE

Atlanta, GA

1996- 1997

- Led client service teams in support of leading media clients
- Achieved first \$1mm sale in division's history
- Recognized as top sales leader for 1996
- President's Award Recipient
- Established Southeast program for Media and Telecommunication clients

Strategic Mapping, Inc.
SENIOR ACCOUNT EXECUTIVE
1992 – 1996

San Jose, CA & Atlanta, GA

S.M.I. was a geo-demographic software company focused on delivering solution oriented applications and data for major industries. Company was acquired by Claritas in 1996

- Developed and executed business plans achieving revenue targets from '92-'96
- Awarded for Sales Excellence and promoted to lead team
- Promoted to establish Southeastern Field Office in Atlanta, GA and expanded business in key verticals
- Achieved Top Sales performance in 1995, President's Club
- Managed team of 8 sales and client service professionals

International Business Machines
Jr. ACCOUNT EXECUTIVE,
1986-1991

Tampa, FL

- Hired through the college cooperative program and assigned to the regional sales team
- Assumed client service and account management for \$5mm base
- Established new accounts, conducted training and generated incremental revenue of \$900K

AFFILIATIONS

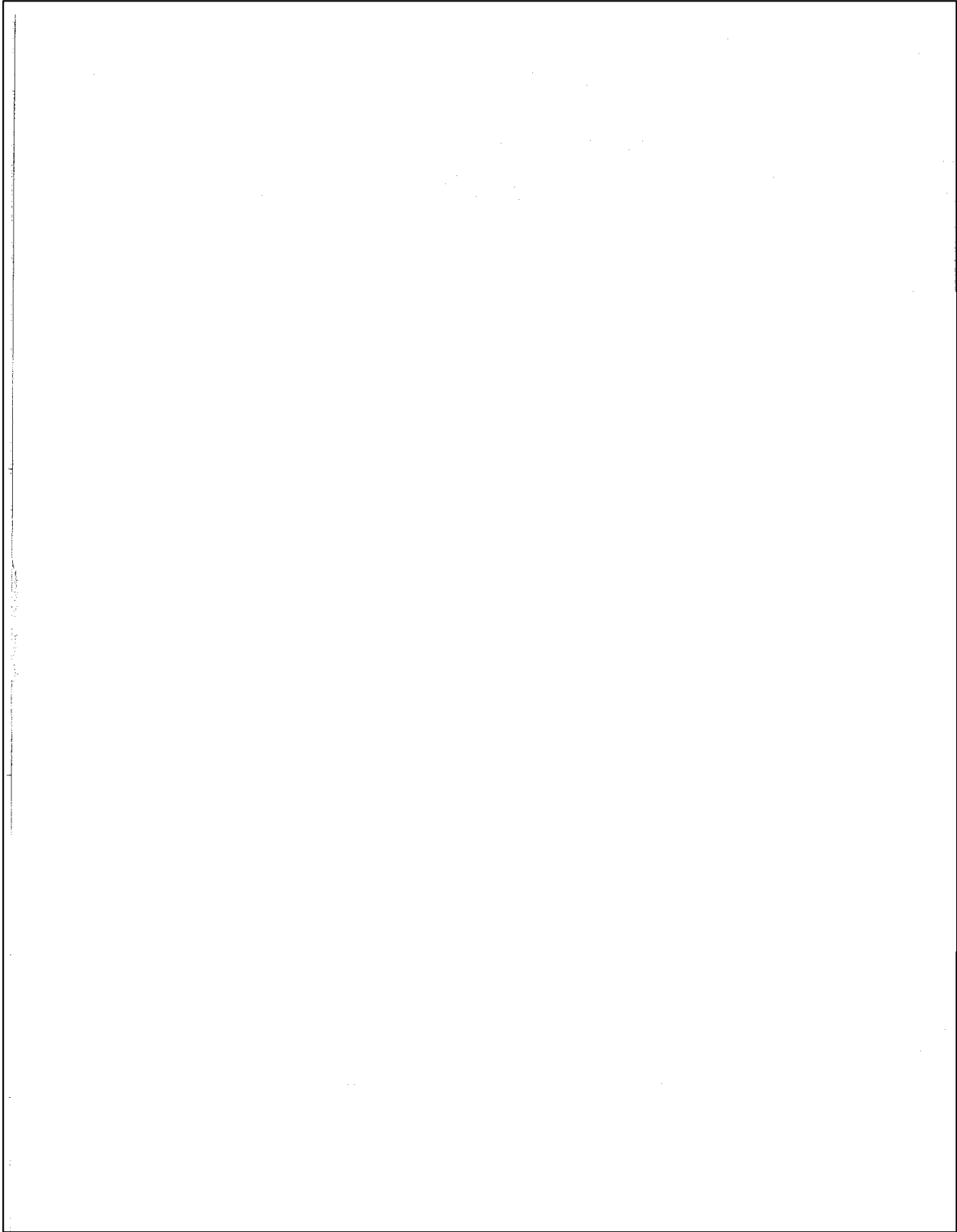
Global Retail Marketing Association *Advisory Board Member*
Better Business Bureau, Greater New York City *Board Member*
Challenge Industries *Board Member 2006-2009*
Museum of Biblical History *Board Member*
Society of Human Resources Management *Member*

EDUCATION AND PROFESSIONAL DEVELOPMENT

UNIVERSITY OF SOUTH FLORIDA
Bachelor of Arts, History
Bachelor of Arts, Russian Language
Certificate of Concentration, Russian Studies

United States Army, Reserve Officer Training Corps
Scabbard & Blade Society, Ranger Challenge, Leadership Training

Financial Leadership The Nielsen Company
Managing People and Performance The Nielsen Company
Coaching for Performance The Nielsen Company
Strategic Selling Miller Heiman
The Complex Sale Rick Page
Sales Leadership IBM



Charter School Board Member Questionnaire

(To be completed individually by each proposed board member for the Charter School)

The purposes of this survey are: 1) to supply pertinent information to the application review team; 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development; and 3) to identify any potential conflict of interest you may have as a board member.

Conflict of Interest

The information requested below is being requested to identify any potential conflicts of interest that you may have as a board member. This is in alignment with best practices in non-profit and charter school governance and is also DPS policy for its board members. If the charter school is approved, any conflict of interest that is identified must be addressed by the charter school in alignment with its board conflict of interest policy.

Background/Criminal History Checks

Background checks are an important volunteer management tool for charter schools. The safety of students, employees, and board members is of upmost importance. Moreover, the judicious oversight of the school's finances and operations is among the governing board's main responsibilities. Accordingly, applicant is to submit criminal background checks on all Charter School Board Members.

Contact Information

Name of Charter School	INSPIRE
Your Name	DRAKE BASSETT
Home Address	
City/State/Zip	

2

Telephone	
Email	
Employer Address	
Employer/City/State/Zip	

Are you a Mississippi resident? Yes/No.

Are you a United States citizen? (Please provide proof as an attachment to this document.)

Yes/No.

Will any of your children attend this public charter school? Yes/No.

If yes, how many?

Will you be able to attend regularly scheduled board meetings? Yes/No.

Check your highest education level:

- ☐ High School/GED
- ☐ Associate's Degree Trade/Business School
- ☒ BA or BS Degree
- ☐ Master's Degree MD, DO, JD, Ph.D., etc.

Please check each area of expertise you would contribute to the board:

Community Service	Education	Finance	Fundraising	Law
Management <input checked="" type="checkbox"/>	Marketing	Parent Involvement	Personnel	Public Relations

Board members' resumes should be attached to this questionnaire.

Have you ever managed a school? Yes. No.

If yes, provide as an attachment to this document annual student achievement data, disaggregated by subgroup, for every school under your current or prior management.

Conflict of Interest

1. Indicate whether you currently or have previously served on a board of a school district or another Charter School. Yes. No.

If yes please list the board(s) and date(s) of service.

2. Have you been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency, professional association, disciplinary committee, or other professional group? Yes. No.

If yes, please explain.

3. Do you or an immediate family member have a close personal relationship with the School or any individual(s) associated with the School that would make it difficult for you to execute your duties as a board member in an independent manner? Yes. No.

If yes, please describe.

4. Do you or any immediate family members have any contractual agreements with the School? Yes. No.

4

If yes, please describe.

5. Have or will you or any member of your immediate family receive funds, gifts, loans, services or any other consideration for any purpose from the School or any other company contracting or providing service to the School? Yes. No.

If yes, please describe.

6. Will you or any member of your immediate family be leasing or selling any real estate property to the School? Yes. No.

If yes, please explain the arrangement in detail.

7. Have or will you or any immediate family members be guaranteeing or granting any loans or services—at no charge or for charge—to the School or any other company contracting or providing service to the School? Yes. No.

If yes, please describe.

5

8. Are or will you or any immediate family members be employed at the School (either directly or as an employee of the educational service provider or any other company contracting or providing service to the School)? Yes. No.

If yes, please describe.

9. Are or will you or any immediate family member be serving as an officer, director, trustee, sole proprietor, employee, sales representative, agent, consultant, independent contractor, or advisory board member to the educational service provider or any other company, organization or agency funding projects, goods or service to the School? ~~Yes~~ No.

If yes, please describe.

~~There is a probability.~~

10. Do you or an immediate family member own stock or have direct or indirect financial interest in any contract where the financial interest amounts to \$250 or 5% or more of the contract costs to the School, or the financial interest amounts to \$5000.00 or more in any corporation, partnership, association or joint venture involving the School, educational service provider, or any other company or entity contracting with the School? Yes. No.

If yes, please describe.

6

11. Do you or an immediate family member know any individual(s) or entity(ies) that does or plans in the next year to engage in business or any exchange of services with the School?

Yes. ~~Yes~~ No

If yes, please describe.

12. Other than your current board position, do you currently serve as an elected or appointed public official? Yes. No.

If yes, please describe.

13. Do you currently serve with any other board, group or corporation that has an interest in the actions you would take as a member of the board? Yes. No.

If yes, please explain.

14. Do you foresee any potential ethical or legal conflicts of interest if you serve on the School Board? Yes. No.

If yes, please explain.

15. To the best of your knowledge, are there situations not described in this questionnaire which may give the appearance of a conflict of interest between you or a member of your immediate family, or would make it difficult for you to execute the duties of your office in an independent manner? Yes No.

If yes, please describe.

School Mission and Program:

1. What is your understanding of the school's mission and guiding beliefs?

Provide a high quality educational option to community

2. What is your understanding of the school's proposed educational program?

Quality Academics combined with appropriate character training

3. What do you believe to be the characteristics of a successful school?

Strong academics
Strong leadership
Appropriate discipline
Character development

Governance:

1. Why do you wish to serve on the board?

I believe that my abilities can assist the board in achieving their goal to provide a high quality educational alternative to the Columbus community.

2. What is your understanding of the appropriate role of a public charter school board member?

To implement best practices essential for the academic success of its students & its relevance to the community

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

Served as youth director at multiple churches, implemented class curriculum for elementary & secondary classes at multiple churches, served on the board of Challenge Industries which provided educational & employment opportunities to the physically disabled, additional board service on resume

4. Provide a forecast of where you see the school after its first year of operation and then again in four years. Please be sure to include high level academic and financial components.

5. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

1. Align with state leadership
2. Identify & recruit talented leadership team
3. Identify key educational objectives
4. Create processes that ensure accountability

6. How would you handle a situation in which you believe one or more members of the school's board was acting unethically or not in the best interests of the school?

Certification

I recognize that all information submitted with this conflict of interest disclosure (with the exception of the background check) becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold the Mississippi Charter School Authorizer Board, its trustees, officers, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations.

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and, if the proposed charter school is approved, agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest. Further, if the proposed charter school is approved, I recognize that falsification or failure to submit a complete annual conflict of disclosure becomes justification for removal.

Board Member's Signature

Date

Board Member's Printed Name

Date

Tony A. Montgomery, Sr.

Senior Pastor

Dynamic, Enthusiastic Senior Pastor and Church Leader, with a track record for transforming and revitalizing a congregation.

Selected Accomplishments & Milestones

- Restructured and increased Bible Study attendance by 50.0%.
- Led Missionary Union in the repair and restoration of the historic sanctuary in 2000 and the renovation/addition of the education building in 2013.
- Developed various equipping and outreach ministries to including Sisterhood Ministry, Media Ministry, Health Ministry and Rites of Passage Ministries for young men and young women.
- Released first book entitled "When You Lack the Faith You Need" in 2005.
- Founded, Men on Fire, a multi-denominational and multi-racial men's fellowship.
- Co-founder, Dream 365, planned and coordinated the Martin Luther King Jr. Celebrations for the City of Columbus from 2005 to the present.

Selected Accomplishments & Milestones

Transforming Preaching | Engaging Teaching | Collaborative leadership
Community Service Projects | Outreach Planning | Strategic Planning
New Ministry Development | Program Development
Public Relations | Leadership Development

Professional Experience

MISSIONARY UNION BAPTIST CHURCH, Columbus MS 1996-Present

Pastor

Called to transition a large-sized congregation in need of stability.

- Cultivated the practice of affirming the positive traits of congregation, such as multigenerational congregation.
- Diversified Music Ministry by developing a Men's Choir and Young Adult Choir.
- Developed Children's Hour Ministry, Dance Ministry, Youth Mentoring Ministry, Media Ministry and Sisterhood Ministry.

Tony A. Montgomery, Sr.

Page 2

- Worked with Deacon's to develop a Deacon Family Ministry Plan for congregational care.
- Developed a Friday Worship service for College Students and Young Adults.

ATLANTA VALUATION GROUP, INC., Atlanta, GA 1994-1996

Commercial Real Estate Appraiser/Partner

- Perform commercial real estate appraisals and valuations for individuals, lending institutions and government entities.

SCHULTZ, CARR, BISSETTE & ASSOCIATES 1987-1994

Commercial Real Estate Appraisal Associate

- Performed commercial real estate appraisals and valuations for lending institutions and government entities.

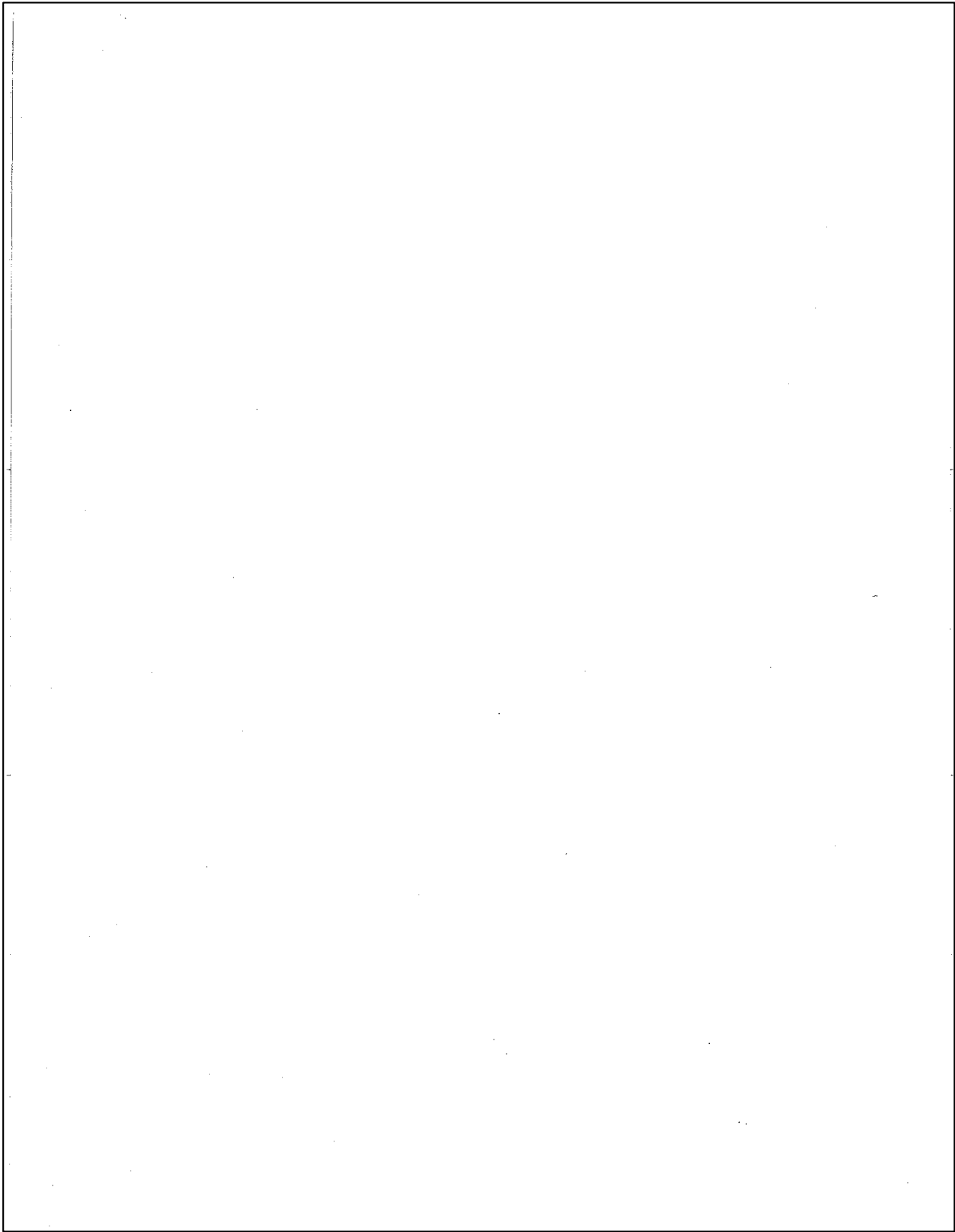
Community Leadership

- Former Instructor, Lace Up Afterschool Program.
- Former Member, Board of Directors, Parents for Public Schools.
- Former Member, Board of Directors, Good Samaritan Free Medical Clinic.
- Member, NAACP.
- Former Member, Board of Directors, Columbus-Lowndes County Chamber of Commerce.
- Member, Omega Psi Phi Fraternity, Inc.
- Former State Keeper of Records & Seal, State of Mississippi Organization of Omega Psi Phi Fraternity, Inc.
- Former, Voter Registration Chairperson, State of Mississippi Organization of Omega Psi Phi Fraternity, Inc.
- Former Instructor, First James Creek District Association Ministerial Institute.
- Former Guest Facilitator for Alternative School, Columbus Municipal School District.

Education

Bachelor of Arts | 1989

MOREHOUSE COLLEGE, Atlanta Georgia



Charter School Board Member Questionnaire

(To be completed individually by each proposed board member for the Charter School)

The purposes of this survey are: 1) to supply pertinent information to the application review team; 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development; and 3) to identify any potential conflict of interest you may have as a board member.

Conflict of Interest

The information requested below is being requested to identify any potential conflicts of interest that you may have as a board member. This is in alignment with best practices in non-profit and charter school governance and is also DPS policy for its board members. If the charter school is approved, any conflict of interest that is identified must be addressed by the charter school in alignment with its board conflict of interest policy.

Background/Criminal History Checks

Background checks are an important volunteer management tool for charter schools. The safety of students, employees, and board members is of utmost importance. Moreover, the judicious oversight of the school's finances and operations is among the governing board's main responsibilities. Accordingly, applicant is to submit criminal background checks on all Charter School Board Members.

Contact Information

Name of Charter School	Inspire Charter School
Your Name	Tony A. Montgomery, Sr.
Home Address	
City/State/Zip	

2

Telephone	
Email	
Employer Address	
Employer/City/State/Zip	

Are you a Mississippi resident? Yes. No.
Yes.

Are you a United States citizen? (Please provide proof as an attachment to this document.)
Yes. No.
Yes.

Will any of your children attend this public charter school? Yes. No.
If yes, how many?
Yes, in two years.

Will you be able to attend regularly scheduled board meetings? Yes. No.
Yes.

Check your highest education level:

- ☐ High School/GED
☐ Associate's Degree Trade/Business School
☒ BA or BS Degree
☐ Master's Degree MD, DO, JD, Ph.D., etc.

Please check each area of expertise you would contribute to the board:

Community Service	Education	Finance	Fundraising	Law
X		X		
Management	Marketing	Parent Involvement	Personnel	Public Relations
X	X	X		X

Board members' resumes should be attached to this questionnaire.

3

Have you ever managed a school? Yes. No.
No.

If yes, provide as an attachment to this document annual student achievement data, disaggregated by subgroup, for every school under your current or prior management.

Conflict of Interest

1. Indicate whether you currently or have previously served on a board of a school district or another Charter School. Yes. No.
No.

If yes please list the board(s) and date(s) of service.

2. Have you been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency, professional association, disciplinary committee, or other professional group? Yes. No.
No.

If yes, please explain.

3. Do you or an immediate family member have a close personal relationship with the School or any individual(s) associated with the School that would make it difficult for you to execute your duties as a board member in an independent manner? Yes. No.
No.

If yes, please describe.

4. Do you or any immediate family members have any contractual agreements with the School? Yes. No. No.

4

If yes, please describe.

5. Have or will you or any member of your immediate family receive funds, gifts, loans, services or any other consideration for any purpose from the School or any other company contracting or providing service to the School? **Yes. No.**

No.

If yes, please describe.

6. Will you or any member of your immediate family be leasing or selling any real estate property to the School? **Yes. No.**

No.

If yes, please explain the arrangement in detail.

7. Have or will you or any immediate family members be guaranteeing or granting any loans or services—at no charge or for charge—to the School or any other company contracting or providing service to the School? **Yes. No.**

No.

If yes, please describe.

6

11. Do you or an immediate family member know any individual(s) or entity(ies) that does or plans in the next year to engage in business or any exchange of services with the School?

Yes. No.

No.

If yes, please describe.

12. Other than your current board position, do you currently serve as an elected or appointed public official? Yes. No.

No.

If yes, please describe.

13. Do you currently serve with any other board, group or corporation that has an interest in the actions you would take as a member of the board? Yes. No.

No.

If yes, please explain.

14. Do you foresee any potential ethical or legal conflicts of interest if you serve on the School Board? Yes. No.

No.

7

If yes, please explain.

15. To the best of your knowledge, are there situations not described in this questionnaire which may give the appearance of a conflict of interest between you or a member of your immediate family, or would make it difficult for you to execute the duties of your office in an independent manner? Yes. No.
No.

If yes, please describe.

School Mission and Program:

1. What is your understanding of the school's mission and guiding beliefs?

It is my understanding that the mission of the school will be to provide an educational option for children to get a high quality education and that it's guiding belief is that the education of children is the primary goal.

2. What is your understanding of the school's proposed educational program?

The school's proposed educational program includes blended learning and will provide an enrichment program in its extended day. The school will include STEAM and or STEM in it curriculum.

3. What do you believe to be the characteristics of a successful school?

I believe that the characteristics of a successful school are well educated and prepared teacher's and administrators, technologically advanced classrooms, college prep and life prep curriculum, and global and liberal arts vision.

Governance:

1. Why do you wish to serve on the board?

I wish to serve on this board to simply better the education of children in our community.

2. What is your understanding of the appropriate role of a public charter school board member?

The role of a public charter school board member is to ensure the quality of the school's educational program, to provide competent stewardship of public funds, and the school's fulfillment of its public obligation and all terms of its charter.

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have 17 years of pastoral experience at the Missionary Union Baptist Church, over 12 years of experience as a commercial real estate appraiser. I have served on various boards throughout the city to include the Columbus Link, Parents for Public Schools and the Good Samaritan Clinic.

4. Provide a forecast of where you see the school after its first year of operation and then again in four years. Please be sure to include high level academic and financial components.

After the first year of operation, I see the school breaking even and poised for growth.

In four years, I see the school growing with a waiting list because of the quality education it will be providing.

9

5. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

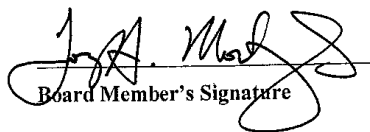
The specific steps that I think the board will need to take are promotion, a children first thought process, proactive support of the staff, teachers and support staff and a great understanding of its role.

6. How would you handle a situation in which you believe one or more members of the school's board was acting unethically or not in the best interests of the school? I would bring my concerns to the board in a board meeting.

Certification

I recognize that all information submitted with this conflict of interest disclosure (with the exception of the background check) becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold the Mississippi Charter School Authorizer Board, its trustees, officers, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations.

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and, if the proposed charter school is approved, agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest. Further, if the proposed charter school is approved, I recognize that falsification or failure to submit a complete annual conflict of disclosure becomes justification for removal.


Board Member's Signature

1/1/2014

Date

Tony A. Montgomery, Sr.

1/1/2014

Board Member's Printed Name

Date

Dr. Stanley K. McGowan

Summary

- *More than 20 years of management experience* **Proven ability to lead*
- *Adept at planning, promotions, and forecasting* **Hard working, able to multi-task*
- *Outstanding training, leadership, and communications skills*

Professional Experience

Mt Pleasant Baptist Church

Pastor

Carrollton, AL

Aug 2002 - Present

- * Preach and Teach God's Word

Logista

Configuration / Depot

Columbus, MS

Jun 2008 – Jul 2012

- *Configure Client computer systems to their specifications
- *Repair and restore Client computer systems

Chapel Mapping

Group Leader

Columbus, MS

Nov 2005 – Mar 2007

- * Supervise, manage, and train new Data Collectors
- * Provide customer/client interface

Columbus Air Force Base

Telecommunications Specialist

Columbus, MS

Feb 2004 - Feb 2005

- * Performed highly technical communications and computer activities
- * Provided Quality Assurance evaluations of contracted telephone services

Rothe Computer Solutions

Sales Manager

Columbus, MS

Jun 2001 - Aug 2003

- * Obtained and retained new customers
- * Provided consulting services to ensure optimum customer satisfaction

SBC Telecom, Inc.

Manager-OSP/Premise

Atlanta, GA

Jan 2000 - May 2001

- * Supervised non-management technicians and contractors who installed customer telephone equipment
- * Responsible for negotiating and approving supplemental agreements/ contracts to existing contracts
- * Provided technical support to Sales Department by coordinating Pre-Sales/ Pre-Installation Surveys

Ameritech

Manager-Design Engineer

Joliet, IL

Dec 1999 - Dec 2000

- * Designed new telephone systems for residential and business customers
- * Supervised independent contractors ensuring obligations were met
- * Coordinated work contracts with other departments, public utilities, local/state municipalities and federal government agencies

US Navy

Norfolk, VA

Fire Control Technician

Oct 1978 - Oct 1998

- * Supervised, trained, and provided technical assistance and guidance to Weapons Department personnel
- * Coordinated all production control with emphasis on material/manpower quality performance
- * Assembled work schedules to allow for the preventive/corrective maintenance and alignment of mainframe and general-purpose computers

Professional Affiliations

***Licensed A+ Technician**

Columbus, MS

Feb 2010 - Present

Education

San Diego Mesa College

*AS Degree in Computer and Information Science

San Diego, CA

Jun 1990

Master's International School of Divinity

*Doctor of Biblical Studies in Theology

Evansville, IN

Mar 2008

Published Work

The Church: Past, Present, and Future

Oakes Books Publishing

ISBN 978-0-9642649-5-7

Charter School Board Member Questionnaire

(To be completed individually by each proposed board member for the Charter School)

The purposes of this survey are: 1) to supply pertinent information to the application review team; 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development; and 3) to identify any potential conflict of interest you may have as a board member.

Conflict of Interest

The information requested below is being requested to identify any potential conflicts of interest that you may have as a board member. This is in alignment with best practices in non-profit and charter school governance and is also DPS policy for its board members. If the charter school is approved, any conflict of interest that is identified must be addressed by the charter school in alignment with its board conflict of interest policy.

Background/Criminal History Checks

Background checks are an important volunteer management tool for charter schools. The safety of students, employees, and board members is of utmost importance. Moreover, the judicious oversight of the school's finances and operations is among the governing board's main responsibilities. Accordingly, applicant is to submit criminal background checks on all Charter School Board Members.

Contact Information

Name of Charter School	INSPIRE CHARTER SCHOOL
Your Name	STANLEY K. McCARY
Home Address	
City/State/Zip	
Telephone	
Email	

INSPIRE STEM & ARTS SCHOLARS ACADEMY

2

Employer Address	NA
Employer/City/State/Zip	NA

Are you a Mississippi resident? ☒ Yes. ☐ No.

Are you a United States citizen? (Please provide proof as an attachment to this document.)

☒ Yes. ☐ No.

Will any of your children attend this public charter school? Yes. ☒ No.

If yes, how many?

Will you be able to attend regularly scheduled board meetings? ☒ Yes. ☐ No.

Check your highest education level:

- ☐ High School/GED
☐ Associate's Degree Trade/Business School
☐ BA or BS Degree
☒ Master's Degree MD, DO, JD, Ph.D., etc.

Please check each area of expertise you would contribute to the board:

Community Service	Education	Finance	Fundraising	Law
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
Management	Marketing	Parent Involvement	Personnel	Public Relations
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>

Board members' resumes should be attached to this questionnaire.

Have you ever managed a school? Yes. ☒ No.

If yes, provide as an attachment to this document annual student achievement data, disaggregated by subgroup, for every school under your current or prior management.

Conflict of Interest

1. Indicate whether you currently or have previously served on a board of a school district or another Charter School. Yes ☒ No.

If yes, please list the board(s) and date(s) of service.

2. Have you been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency, professional association, disciplinary committee, or other professional group? Yes ☒ No.

If yes, please explain.

3. Do you or an immediate family member have a close personal relationship with the School or any individual(s) associated with the School that would make it difficult for you to execute your duties as a board member in an independent manner? Yes ☒ No.

If yes, please describe.

4. Do you or any immediate family members have any contractual agreements with the School? Yes ☒ No.

If yes, please describe.

5. Have or will you or any member of your immediate family receive funds, gifts, loans, services or any other consideration for any purpose from the School or any other company contracting or providing service to the School? Yes No

If yes, please describe.

6. Will you or any member of your immediate family be leasing or selling any real estate property to the School? Yes No

If yes, please explain the arrangement in detail.

7. Have or will you or any immediate family members be guaranteeing or granting any loans or services—at no charge or for charge—to the School or any other company contracting or providing service to the School? Yes No

If yes, please describe.

8. Are or will you or any immediate family members be employed at the School (either directly or as an employee of the educational service provider or any other company contracting or providing service to the School? Yes No

5

If yes, please describe.

9. Are or will you or any immediate family member be serving as an officer, director, trustee, sole proprietor, employee, sales representative, agent, consultant, independent contractor, or advisory board member to the educational service provider or any other company, organization or agency funding projects, goods or service to the School? Yes. No.

If yes, please describe.

10. Do you or an immediate family member own stock or have direct or indirect financial interest in any contract where the financial interest amounts to \$250 or 5% or more of the contract costs to the School, or the financial interest amounts to \$5000.00 or more in any corporation, partnership, association or joint venture involving the School, educational service provider, or any other company or entity contracting with the School? Yes. No.

If yes, please describe.

11. Do you or an immediate family member know any individual(s) or entity(ies) that does or plans in the next year to engage in business or any exchange of services with the School?

Yes. No.

If yes, please describe.

12. Other than your current board position, do you currently serve as an elected or appointed public official? Yes No

If yes, please describe.

13. Do you currently serve with any other board, group or corporation that has an interest in the actions you would take as a member of the board? Yes No

If yes, please explain.

14. Do you foresee any potential ethical or legal conflicts of interest if you serve on the School Board? Yes No

If yes, please explain.

7

15. To the best of your knowledge, are there situations not described in this questionnaire which may give the appearance of a conflict of interest between you or a member of your immediate family, or would make it difficult for you to execute the duties of your office in an independent manner? Yes No.

If yes, please describe.

School Mission and Program:

1. What is your understanding of the school's mission and guiding beliefs?

CREATE A COMMUNITY OF LEARNERS THAT PREPARE
STUDENTS TO EXCEL ACADEMICALLY IN A PERSONAL
LEARNING ENVIRONMENT TO TEACH, SERVE, CARE, AND BECOME.

2. What is your understanding of the school's proposed educational program?

USING THE "STEAM" MODEL TO INCREASE THE
CHILD'S ABILITY TO MASTER SCIENCE, TECHNOLOGY,
ENGINEERING and MATHEMATICS. THE TEACHERS WILL
THE BE ALLOWED TO CREATIVELY IMPLEMENT THIS
PROGRAM.

3. What do you believe to be the characteristics of a successful school?

STUDENTS ACHIEVING THEIR MAXIMUM POTENTIAL
TEACHERS WHO ARE FREE TO CUSTOMIZE THEIR SKILLS
TO THE CLASSROOM.
ACTIVE PARENT PARTICIPATION

Governance:

1. Why do you wish to serve on the board?

TO BE A PART OF SOMETHING SPECIAL. TO ENSURE
INSPIRE CHARTER SCHOOLS SUCCESS

2. What is your understanding of the appropriate role of a public charter school board member?

A CHARTER SCHOOL BOARD MEMBER HAS THE
RESPONSIBILITY OF ENSURING THAT A COMPLEX
HIGHLY FUNDED PUBLIC SCHOOL WITH A UNIQUE EDUCATIONAL
PROGRAM MEETS THE EXPECTATIONS OF HIGH
ACHIEVEMENT FOR STUDENTS.

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

RETIRED MILITARY-DISCIPLINE AND STRUCTURE
FORMER ^{BOARD} MEMBER OF THE COLUMBUS "LINK"
BOARD MEMBER FATHER'S CHILD MINISTRIES
UNITED WAY ALLOCATION BOARD MEMBER

4. Provide a forecast of where you see the school after its first year of operation and then again in four years. Please be sure to include high level academic and financial components.

FIRST FIVE YEARS- K-6 WITH STUDENT SCORING IN
THE SUPERIOR GRADE LEVEL. THIS WILL STIMULATE CORPORATE BUSINESS
FUNDING.

NEXT FOUR YEARS- K-9. SAME ACADEMIC AND FUNDING.

5. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

1. MONITOR THE SCHOOL'S EDUCATIONAL PLAN
ENSURE IT IS BE IMPLEMENTED.
2. MONITOR THE ORGANIZATION PLAN FOR COMPLIANCE
3. MONITOR THE FACILITIES AND THE SCHOOL'S
FINANCIAL STATUS AND TAKE ACTION WHEN NEEDED.

6. How would you handle a situation in which you believe one or more members of the school's board was acting unethically or not in the best interests of the school?

FIRST APPROACH THE MEMBER ONE-ON-ONE. IF THE
BEHAVIOR CONTINUED THEN BRING THEM BEFORE THE BOARD.

Certification

I recognize that all information submitted with this conflict of interest disclosure (with the exception of the background check) becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold the Mississippi Charter School Authorizer Board, its trustees, officers, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations.

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and, if the proposed charter school is approved, agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest. Further, if the proposed charter school is approved, I recognize that falsification or failure to submit a complete annual conflict of disclosure becomes justification for removal.

Dr. Stanley K. McCrary

Board Member's Signature

Jan 28, 2014

Date

Dr. Stanley K. McCrary

Board Member's Printed Name

Jan 28, 2014

Date

Board Member: Christina Chunn

Christina M. Chunn, CHES, CLC

562-425-4322

cmchunn@juno.com

With over 10 years of experience in the field of health education, and experience with community outreach and coalition building, I am seeking to become a member of the board for Inspire Charter School. I envision students, parents, teachers and administrators working together to create an environment where students are enthusiastic about learning!

Education

Bachelor of Health Sciences in Community Health Education
Eastern Washington University, August 2003
Minor: Women's Studies
*GPA 3.98

Professional Certifications

*Certified Health Education Specialist (CHES) #10655	October 2003-present
*Certified Lactation Counselor (CLC)	June 2012-present

Recent Experience

North Mississippi Breastfeeding Coalition	June 2012-present
Board of Directors/Publicist	
Collaborate with parents and professionals from a variety of disciplines to improve the health of Mississippians by promoting and supporting breastfeeding. Design meeting announcements and use social media to promote meetings and mission.	

MS WIC Breastfeeding Program

September 2008-present

Lactation Specialist

Built rapport with local health professionals and raised awareness of services, increasing referrals to breastfeeding program. Plan and teach monthly breastfeeding classes. Assess barriers to breastfeeding. Educate, support and advocate for mothers and families to assist them in reaching their breastfeeding goals. Have created presentations for outreach and education at local colleges. Coordinated breastfeeding training for local health professionals. Maintain detailed records of client contacts.

Christina Chunn 2

La Leche League International

July 2008-present

La Leche League Leader

Lead monthly mother-to-mother support group meetings, as well as answer breastfeeding questions by phone. Worked in conjunction with other Leaders to successfully apply for a grant from the World Breastfeeding Week Celebrations Grant Committee in 2009. Led planning committee for "Best Practices in Breastfeeding," a lunch and learn for local health professionals, in August 2009.

American Academy of Husband-Coached Childbirth

June 2005-September 2009

Independent Bradley Method® Childbirth Instructor

Educated expectant couples on a variety of relaxation techniques, breastfeeding, nutrition, and positive communications with the birth team. Delivered thank you notes and baked goods to hospital staff and doctors in order to build rapport and gain support for couples desiring natural childbirth.

Eastern Washington University Health, Wellness,

And Prevention Services , Cheney, WA

October 2002-May 2003

Program Advisor, Creating A Rape-free Environment (C.A.R.E.) peer education program Internship

Coordinated student volunteer group. Communicated concerns of students to faculty and staff. Reviewed the budget monthly and tracked club expenses. Planned an award-winning program for Sexual Assault Awareness Week.

Previous Work Experience

First National Bank, Altus, OK (08/00-11/00)

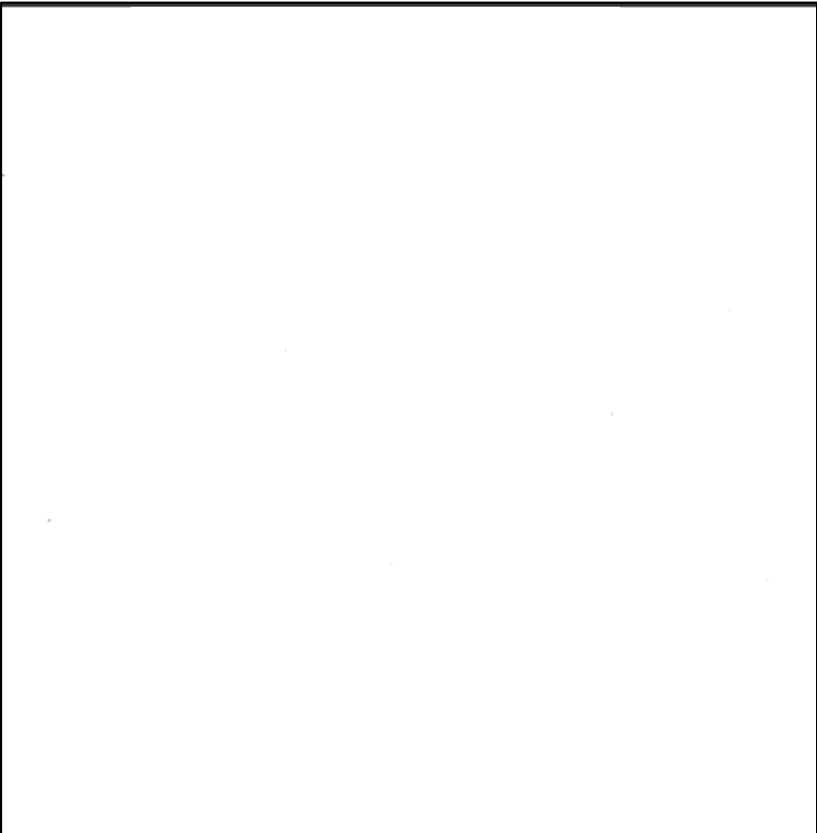
Del Rio National Bank, Del Rio, TX (02/00-07/00)

Big Lake Bank, N.A., Del Rio, TX (06/99-02/00)

Park Avenue Bank, Valdosta, GA (11/98-05/99)

First State Bank & Trust, Valdosta, GA (09/98-11-98)

Teller Supervisor, Barnett Bank, N.A., Gainesville, FL (08/94-07/98)



Charter School Board Member Questionnaire

(To be completed individually by each proposed board member for the Charter School)

The purposes of this survey are: 1) to supply pertinent information to the application review team; 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development; and 3) to identify any potential conflict of interest you may have as a board member.

Conflict of Interest

The information requested below is being requested to identify any potential conflicts of interest that you may have as a board member. This is in alignment with best practices in non-profit and charter school governance and is also DPS policy for its board members. If the charter school is approved, any conflict of interest that is identified must be addressed by the charter school in alignment with its board conflict of interest policy.

Background/Criminal History Checks

Background checks are an important volunteer management tool for charter schools. The safety of students, employees, and board members is of utmost importance. Moreover, the judicious oversight of the school's finances and operations is among the governing board's main responsibilities. Accordingly, applicant is to submit criminal background checks on all Charter School Board Members.

Contact Information

Name of Charter School	Inspire
Your Name	Christina M. Chunn
Home Address	
City/State/Zip	
Telephone	
Email	

2

Employer Address
Employer City/State/Zip

Are you a Mississippi resident? ☒ Yes ☐ No.

Are you a United States citizen? (Please provide proof as an attachment to this document.)
☒ Yes ☐ No.

Will any of your children attend this public charter school? ☒ Yes ☐ No.
If yes, how many? 2

Will you be able to attend regularly scheduled board meetings? ☒ Yes ☐ No.

Check your highest education level:

- ☐ High School/GED
☐ Associate's Degree Trade/Business School
☒ BA or BS Degree
☐ Master's Degree MD, DO, JD, Ph.D., etc.

Please check each area of expertise you would contribute to the board:

Community Service	Education	Finance	Fundraising	Law
<input checked="" type="checkbox"/>				
Management	Marketing	Parent Involvement	Personnel	Public Relations
		<input checked="" type="checkbox"/>		

Board members' resumes should be attached to this questionnaire.

Have you ever managed a school? Yes ☒ No ☐

If yes, provide as an attachment to this document annual student achievement data, disaggregated by subgroup, for every school under your current or prior management.

Conflict of Interest

1. Indicate whether you currently or have previously served on a board of a school district or another Charter School. Yes ☒ No

If yes please list the board(s) and date(s) of service.

2. Have you been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency, professional association, disciplinary committee, or other professional group? Yes ☒ No

If yes, please explain.

3. Do you or an immediate family member have a close personal relationship with the School or any individual(s) associated with the School that would make it difficult for you to execute your duties as a board member in an independent manner? Yes ☒ No

If yes, please describe.

4. Do you or any immediate family members have any contractual agreements with the School? Yes ☒ No

If yes, please describe.

4

5. Have or will you or any member of your immediate family receive funds, gifts, loans, services or any other consideration for any purpose from the School or any other company contracting or providing service to the School? Yes. ☒ No

If yes, please describe.

6. Will you or any member of your immediate family be leasing or selling any real estate property to the School? Yes. ☒ No

If yes, please explain the arrangement in detail.

7. Have or will you or any immediate family members be guaranteeing or granting any loans or services—at no charge or for charge—to the School or any other company contracting or providing service to the School? Yes. ☒ No

If yes, please describe.

8. Are or will you or any immediate family members be employed at the School (either directly or as an employee of the educational service provider or any other company contracting or providing service to the School? Yes. ☒ No

5

If yes, please describe.

9. Are or will you or any immediate family member be serving as an officer, director, trustee, sole proprietor, employee, sales representative, agent, consultant, independent contractor, or advisory board member to the educational service provider or any other company, organization or agency funding projects, goods or service to the School? Yes. No

If yes, please describe.

10. Do you or an immediate family member own stock or have direct or indirect financial interest in any contract where the financial interest amounts to \$250 or 5% or more of the contract costs to the School, or the financial interest amounts to \$5000.00 or more in any corporation, partnership, association or joint venture involving the School, educational service provider, or any other company or entity contracting with the School? Yes. No

If yes, please describe.

11. Do you or an immediate family member know any individual(s) or entity(ies) that does or plans in the next year to engage in business or any exchange of services with the School?
Yes. No

6

If yes, please describe.

12. Other than your current board position, do you currently serve as an elected or appointed public official? Yes. ☒ No.

If yes, please describe.

13. Do you currently serve with any other board, group or corporation that has an interest in the actions you would take as a member of the board? ☒ Yes. ☐ No.

If yes, please explain.

Publicist and Board Member for the North Mississippi Breastfeeding Coalition

14. Do you foresee any potential ethical or legal conflicts of interest if you serve on the School Board? Yes. ☒ No.

If yes, please explain.

7

15. To the best of your knowledge, are there situations not described in this questionnaire which may give the appearance of a conflict of interest between you or a member of your immediate family, or would make it difficult for you to execute the duties of your office in an independent manner? Yes. No.

If yes, please describe.

School Mission and Program:

1. What is your understanding of the school's mission and guiding beliefs?

To provide excellent educational opportunities to students regardless of socioeconomic background.

2. What is your understanding of the school's proposed educational program?

I am fairly new to the idea of a Charter school, having just learned of Inspire a few months ago. So, I am still learning about it. I was intrigued and excited by the idea, though, of teachers having more freedom to try innovative programs to better meet student needs.

3. What do you believe to be the characteristics of a successful school?

Communication, communication, communication. From communication between students, teachers and parents outlining clear goals and expectations to even seemingly mundane things - communicating meetings and school activities in a timely manner so that busy working families can make plans to be involved. I think clear communications and involvement in decision making gives all parties involved a sense of ownership.

Governance:

1. Why do you wish to serve on the board?

I grew up low income. My father went to prison when I was 16. I could have easily fallen through the cracks. But I went to great public schools and had adults in my life that I felt really cared about me. I want to believe that public schools can work - for my children and all children.

2. What is your understanding of the appropriate role of a public charter school board member?

As I understand it, my role would be to provide suggestions and assist in making decisions for the operation of the school.

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I am currently serving on the Board of Directors for the North Mississippi Breastfeeding Coalition working on the early stages of writing our by-laws. As a WIC lactation Specialist, I have invested a good amount of time doing outreach in the local community.

4. Provide a forecast of where you see the school after its first year of operation and then again in four years. Please be sure to include high level academic and financial components.

After the 1st year of operation, I see the school working within their budget and seeking innovative ways to save money on costs. In four years, I see the school having added grades while students consistently achieve and exceed state academic standards.

9

5. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Ensure open communications with parents, teachers and parents, making sure board meetings are well advertised. Invite regular updates of what is working and what is not.

6. How would you handle a situation in which you believe one or more members of the school's board was acting unethically or not in the best interests of the school? *I would present my concerns to the board and request a hearing to gather all the facts.*

Certification

I recognize that all information submitted with this conflict of interest disclosure (with the exception of the background check) becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold the Mississippi Charter School Authorizer Board, its trustees, officers, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations.

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and, if the proposed charter school is approved, agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest. Further, if the proposed charter school is approved, I recognize that falsification or failure to submit a complete annual conflict of disclosure becomes justification for removal.

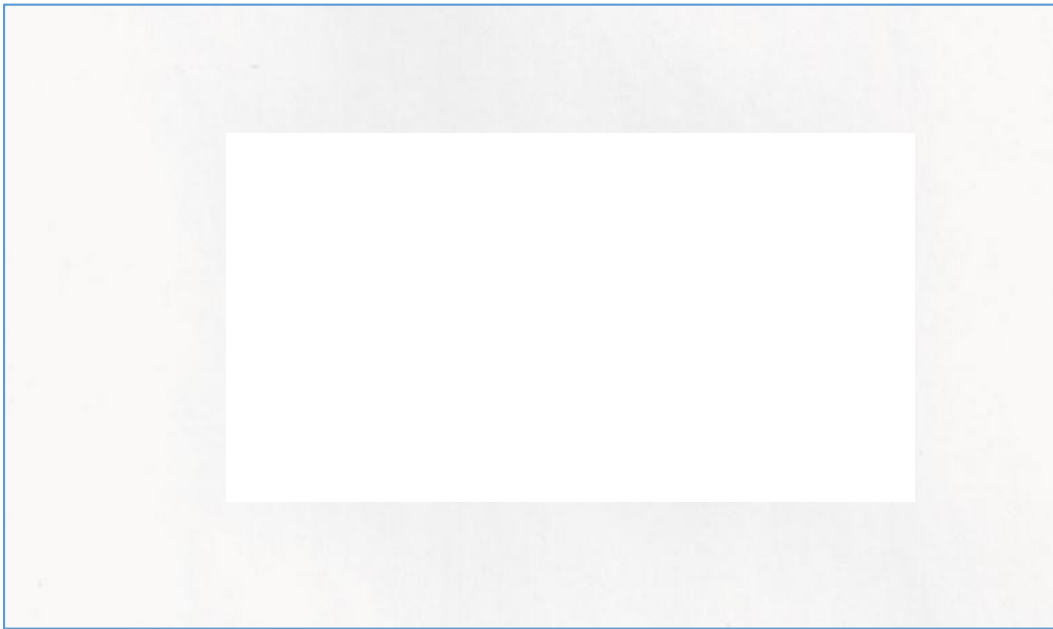
Christina M. Chunn *03-06-14*
Board Member's Signature Date

Christina M. Chunn *03-06-14*
Board Member's Printed Name Date

Board Member: Luberta Taylor

Resume – Ms. Luberta Taylor

Colleges and Universities attended	<ul style="list-style-type: none"> Mississippi University For Women, B.S. in Mathematics, 1972-1975
Employment History	<ul style="list-style-type: none"> Generation Ready, Mathematics Consultant, Presently Retired Teacher, 2008-present McKellar Vocational Student Services Coordinator, 2007-2008 Columbus High School, Mathematics Teacher, 2001-2008 State Tech Prep Trainer, summer 2003-2009 Lee Middle School, Mathematics Teacher, 1995 – 2001 Hunt Middle/Junior High, 1981 – 1995 Moor High School, 1976 – 1977
Staff Development Leadership Activities	<ul style="list-style-type: none"> ACT Prep Workshops (Fall 2009) TI-84 Calculator Workshops Math-in-CTE Workshops (2008-2009) Don't Let Them Slip Through the Cracks(Ed Summit-2006) Rigor and Relevance(Jackson Public Schools-2006) Rigor and Relevance (McKellar-2006/2007) Spice It Up Workshop-Center For Creative Learning Real World Math-Lowndes County School System Hands on Math-Tech Prep Ed Summit-Spice It Up Through the Cracks-Tech Prep Tech Prep Summer Training for new teachers(2005) Using Excel In the Secondary Math Classroom Tech Prep Summer Training for new teachers (Grenada, MS) Tech Prep Summer Training for new teachers (Tupelo, MS) Making It Real Workshop (using manipulative in the classroom) Using the Wireless Laptop Computer in the Math Classroom Workshop
Professional Associations	<ul style="list-style-type: none"> National Education Association Mississippi Association of Educators Mississippi Council of Teachers of Mathematics
Awards and Recognition	<ul style="list-style-type: none"> 2013 Unsung Hero Award(Dream 365) One of six Mathematics teachers across the United States selected to participate in a mathematics documentary in March 2007. Mississippi Master Teacher Hall of Fame(2006) Columbus Municipal School District Teacher of the Year(2006) Columbus High School Teacher of the Year(2006) Columbus-Lowndes Link Secondary Teacher of the Year(2004) Columbus High School Teacher of the Year (2004) EMCC Tech Prep Award of Excellence Tech Prep Trainer for the state of Mississippi Sigma Xi: The Scientific Research Society: Mathematics Teacher Award Teacher of the Year: Hunt Jr. High School (1991-1992) Teacher of the Year: Hunt Jr. High School (1992-1993)



Bio for Luberta Taylor

Luberta Taylor is a retired educator from Columbus, Mississippi. She was a mathematics teacher and Student Services Coordinator at Columbus High School and McKellar Vocational Center in Columbus, Mississippi. She is also a former Tech Prep Mathematics trainer. She has been taught for twenty-eight years. She has received many honors, among them are, Teacher of the Year for her district and school, inducted into the Mississippi Master Teacher Hall of Fame, Columbus/Lowndes Link Educator of the Year, and one of six mathematics teachers chosen nationally to participate in a mathematics documentary.

Luberta currently works as a mathematics consultant at Generation Ready Education Group. She is also a local storyteller. Retirement was not the end of educating children for Luberta, she spends time tutoring students in mathematics whenever she is needed.

She is a member of Missionary Union Baptist Church. She has served as Youth Leader, Sunday School Teacher and Women's Bible Class Teacher. She currently serves as coordinator for Children's Church Story Hour.

She lives in Columbus with her husband of 38 years, Bernard Taylor. They have three daughters that also work in education. She spends her spare time spoiling their five grandchildren.

Charter School Board Member Questionnaire

(To be completed individually by each proposed board member for the Charter School)

The purposes of this survey are: 1) to supply pertinent information to the application review team; 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development; and 3) to identify any potential conflict of interest you may have as a board member.

Conflict of Interest

The information requested below is being requested to identify any potential conflicts of interest that you may have as a board member. This is in alignment with best practices in non-profit and charter school governance and is also DPs policy for its board members. If the charter school is approved, any conflict of interest that is identified must be addressed by the charter school in alignment with its board conflict of interest policy.

Background/Criminal History Checks

Background checks are an important volunteer management tool for charter schools. The safety of students, employees, and board members is of utmost importance. Moreover, the judicious oversight of the school's finances and operations is among the governing board's main responsibilities. Accordingly, applicant is to submit criminal background checks on all Charter School Board Members.

Contact Information

Name of Charter School	Inspire Charter School
Your Name	Luberta Taylor
Home Address	
City/State/Zip	

2

Telephone	
Email	
Employer Address	
Employer/City/State/Zip	

Are you a Mississippi resident? Yes

Are you a United States citizen? (Please provide proof as an attachment to this document.)

Yes

Will any of your children attend this public charter school? Yes

If yes, how many?

Will you be able to attend regularly scheduled board meetings? Yes

Check your highest education level:

High School/GED

Associate's Degree Trade/Business School

BA or BS Degree X

Master's Degree MD, DO, JD, Ph.D., etc.

Please check each area of expertise you would contribute to the board:

Community Service	Education X	Finance	Fundraising	Law
Management	Marketing	Parent Involvement	Personnel	Public Relations

Board members' resumes should be attached to this questionnaire.

Have you ever managed a school? No.

If yes, provide as an attachment to this document annual student achievement data, disaggregated by subgroup, for every school under your current or prior management.

Conflict of Interest

1. Indicate whether you currently or have previously served on a board of a school district or another Charter School. No.

If yes please list the board(s) and date(s) of service.

2. Have you been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency, professional association, disciplinary committee, or other professional group? No.

If yes, please explain.

3. Do you or an immediate family member have a close personal relationship with the School or any individual(s) associated with the School that would make it difficult for you to execute your duties as a board member in an independent manner? No.

If yes, please describe.

4. Do you or any immediate family members have any contractual agreements with the School? No.

5

8. Are or will you or any immediate family members be employed at the School (either directly or as an employee of the educational service provider or any other company contracting or providing service to the School? No.

If yes, please describe.

9. Are or will you or any immediate family member be serving as an officer, director, trustee, sole proprietor, employee, sales representative, agent, consultant, independent contractor, or advisory board member to the educational service provider or any other company, organization or agency funding projects, goods or service to the School? No.

If yes, please describe.

10. Do you or an immediate family member own stock or have direct or indirect financial interest in any contract where the financial interest amounts to \$250 or 5% or more of the contract costs to the School, or the financial interest amounts to \$5000.00 or more in any corporation, partnership, association or joint venture involving the School, educational service provider, or any other company or entity contracting with the School? No.

If yes, please describe.

If yes, please describe.

5. Have or will you or any member of your immediate family receive funds, gifts, loans, services or any other consideration for any purpose from the School or any other company contracting or providing service to the School? No.

If yes, please describe.

6. Will you or any member of your immediate family be leasing or selling any real estate property to the School? No.

If yes, please explain the arrangement in detail.

7. Have or will you or any immediate family members be guaranteeing or granting any loans or services- at no charge or for charge- to the School or any other company contracting or providing service to the School? No.

If yes, please describe.

6

11. Do you or an immediate family member know any individual(s) or entity(ies) that does or plans in the next year to engage in business or any exchange of services with the School?

No.

If yes, please describe.

12. Other than your current board position, do you currently serve as an elected or appointed public official? No.

If yes, please describe.

13. Do you currently serve with any other board, group or corporation that has an interest in the actions you would take as a member of the board? No.

If yes, please explain.

14. Do you foresee any potential ethical or legal conflicts of interest if you serve on the School Board? No.

7

If yes, please explain.

15. To the best of your knowledge, are there situations not described in this questionnaire which may give the appearance of a conflict of interest between you or a member of your immediate family, or would make it difficult for you to execute the duties of your office in an independent manner? No.

If yes, please describe.

School Mission and Program:

1. What is your understanding of the school's mission and guiding beliefs?

My understanding of the school's mission is that the school will provide a learning environment where the primary focus is the student. This learning environment will provide an education that addresses the academic needs and the needs of the whole child.

2. What is your understanding of the school's proposed educational program?

The school's educational program will follow the state curriculum as well as enhance the educational program with resources from the community and local universities.

3. What do you believe to be the characteristics of a successful school?

I believe the characteristics of a successful school are:

a. A Vision for the school

Governance:

1. Why do you wish to serve on the board?

I want to serve on the board because I want to be a part of an institution that will make a difference in the lives of children. I believe that children are number one. I want to be part of a board that safeguards this.

2. What is your understanding of the appropriate role of a public charter school board member?

My understanding of the role of a public charter school board member is to advocate for students, set policy, monitor progress and finances, and be an advocate for charter school education.

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have never served on a school board or any board, but I believe that my experience as an educator qualifies me to serve on this board. I am a retired public school teacher. I continue to work in education as a mathematics consultant. As a consultant I am abreast of current trends in education, current education laws, and current educational programs.

4. Provide a forecast of where you see the school after its first year of operation and then again in four years. Please be sure to include high level academic and financial components.

I can see Inspire Charter School at the end of the first year as making a difference in the academic progress of the students that attend. I forecast test scores on state progress monitoring will be competitive with scores across the state. In four years I forecast the scores will be at the top of the state scores. Financially the first year I forecast the school will break even, but in four years the school will show a sustainable gain due to increased enrollment, grants, and donations.

5. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

To ensure success the board needs:

- a. Hire a competent staff
- b. Follow all the guidelines of a public charter school
- c. Monitor the progress of the school
- d. Monitor the finances of the school
- e. Monitor the physical facilities of the school

6. How would you handle a situation in which you believe one or more members of the school's board was acting unethically or not in the best interests of the school?

If I believed that one or more of the board members were acting unethically I would request a meeting to discuss the behavior. I would suggest that we revise the purpose of the board. If the actions of the board member(s) are counterproductive to the school I would ask them to consider leaving the board.

Certification

I recognize that all information submitted with this conflict of interest disclosure (with the exception of the background check) becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold the Mississippi Charter School Authorizer Board, its trustees, officers, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations.

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and, if the proposed charter school is approved, agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest.

Further, if the proposed charterschool is approved, I recognize that falsification or failure to submit a complete annual conflict of disclosure becomes justification for removal.

Board Member's Signature *Liberta Taylor* Date *3/13/14*

Board Member's Printed Name *Liberta Taylor* Date *3/13/14*

ATTACHMENT W

Further, if the proposed charterschool is approved, I recognize that falsification or failure to submit a complete annual conflict of disclosure becomes justification for removal.

Board Member's Signature *Luberta Taylor* Date *3/13/14*

Board Member's Printed Name *Luberta Taylor* Date *3/13/14*

ATTACHMENT W

ARTICLES OF INCORPORATION

INSPIRE CHARTER SCHOOL – NON-PROFIT ORGANIZATION (LEA)

ARTICLES OF INCORPORATION NON-PROFIT

The undersigned person, pursuant to Section 79-11-137 of the Mississippi Code of 1972 hereby executes the following document and sets forth:

1. The name of the corporation is “**INSPIRE CHARTER SCHOOL**”
2. The period of duration is perpetual.
3. The physical address of its initial registered office is 1820 23rd Street North Columbus, Mississippi, 39701 and the name of its initial registered agent at such address is Tony Montgomery. The mailing address is 1820 23rd Street North, Columbus, MS 39701.
4. The name and complete address of the incorporator is as follows:

Tony Montgomery
114 Hunnington Dr
Columbus, MS 39705

The incorporator is an adult resident citizen of the State of Mississippi.

5. This corporation is a charitable nonprofit organization within the meaning of Section 79-11-101, et seq. Code of Mississippi of 1972.
6. The purposes for which this corporation is organized are exclusively, scientific, literary, and educational within the meaning of Section 501 (C) (3) of the Internal Revenue Code of 1986 or the corresponding provisions of any future Internal Revenue Service laws.
7. The purpose of this corporation is to provide a formal education for compulsory school aged children and improve the quality of life for people residing in Columbus, Mississippi and the surrounding areas.

The INSPIRE Charter School’s Mission is “to provide a high quality education that puts students first and prepares them to become **COLLEGE READY SCHOLARS** and life-long learners.”

8. In the event of the dissolution, the residual assets of the organization will be turned over to one or more organizations which themselves are exempt as organizations described in Section 501 (C) (3) of the Internal Revenue code of 1986 or corresponding sections of any prior or future Internal Revenue code, or to the federal, State or local government for exclusive public purposes.
9. No substantial part of the activities of this corporation shall consist of the carrying on of propaganda or otherwise attempting to influence legislation, nor shall this corporation participate in or intervene in (including the publishing or distributing of statements) any political campaign on behalf of (or in opposition to) any candidate for public office.

In witness whereof, we, the undersigned, being the person named above as the first directors, have executed these Articles of Incorporation the _____ day of _____ 2014.

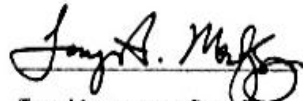
Tony Montgomery, President

INSPIRE CHARTER SCHOOL – NON-PROFIT ORGANIZATION (LEA)**ARTICLES OF INCORPORATION**

Signature Page

8. In the event of the dissolution, the residual assets of the organization will be turned over to one or more organizations which themselves are exempt as organizations described in Section 501 (C) (3) of the Internal Revenue code of 1986 or corresponding sections of any prior or future Internal Revenue code, or to the federal, State or local government for exclusive public purposes.
9. No substantial part of the activities of this corporation shall consist of the carrying on of propaganda or otherwise attempting to influence legislation, nor shall this corporation participate in or intervene in (including the publishing or distributing of statements) any political campaign on behalf of (or in opposition to) any candidate for public office.

In witness whereof, we, the undersigned, being the person named above as the first directors, have executed these Articles of Incorporation the 2nd day of March 2014


Tony Montgomery, President

INSPIRE CHARTER SCHOOL DISTRICT
BYLAWS

ICS

Inspire Charter School

Columbus, Mississippi

Bylaws

The contents in this section are to be considered "Private Data" and are intended for the exclusive use of the Inspire Charter School, Inc. No other charter school or organization may use this information without prior written consent of the Executive Committee of the Inspire Charter School by writing 1820 23rd Street North, Columbus, Mississippi 39701.

ARTICLE I Name and Incorporation

Section 1. Name. The name of the corporation is Inspire Charter School, Inc. It is hereafter referred to as “the corporation.”

Section 2. The Location. The principal location of Inspire Charter school facility shall be 1820 23rd Street North, Columbus, MS 39701.

Section 3 Purposes. The Corporation is a non-profit corporation organized under the State of Mississippi and its purposes are exclusively, scientific, literary, and educational with the meaning of Section 501 (C) (3) of the Internal Revenue Code of 1986 or the corresponding provisions of any future Internal Revenue Service laws. More specifically, the purposes for which the Corporation is organized are:

- *To provide formal education for compulsory school aged children and improve the quality of life for people residing in Columbus, MS and the surrounding areas.*

Section 4. Statute and Code. The Corporation shall operate in accordance with the Mississippi Charter School Act of 2013. H.B. No. 369; 13/HR4/R594SG.

Section 5. Non-discrimination. The Corporation shall not discriminate on the basis of race, religion, national origin, gender or age in either hiring or other employment practices of the school or in its admission policies for students. Further, the Corporation shall be open to all students in its authorized geographic area on a space available basis and shall not discriminate in its admissions policies or practices. The Corporation shall conduct all of its activities in accordance with all applicable local, state, and federal anti-discrimination laws, as well as in accordance with all the other laws, and regulations applicable to the operation of charter public schools in the State of Mississippi.

ARTICLE II Members

Section 1. Non-membership Corporation. The Corporation shall have no members. The Trustees shall have all powers and duties for the conduct of the activities of the Corporation.

ARTICLE III Board of Trustees

Section 1. Number. The board of Trustees shall consist of not less than five and not more than eleven persons. The Director of the charter school shall be a non-voting member of the board of Trustees.

Section 2. Qualifications. The board of Trustees shall be comprised of persons who demonstrate:

- Commitment to the vision, mission, values and ethical responsibilities and to the communities and children we serve; demonstrate a willingness to devote the time necessary to board work, including board education;
- A capacity to exercise leadership, teamwork/consensus building, systems thinking, sound judgment on difficult and complex matters that come before a governing.

- Personal integrity and objectivity, including no conflicts of interest that would prevent a trustee from discharging her or her responsibilities.
- No self-serving personal agenda or other obligations that could conflict with board responsibilities.

Section 3. Term. Trustees shall be elected for three-year terms. Terms shall be staggered so that no more than 1/3 of the Board shall be up for election in any year, unless a vacancy (ies) needs to be filled.

Section 4. Powers. The Board of Trustees shall have all powers and authority, as designated by the Charter, for the management of the business, property, and affairs of the Corporation, to do such lawful acts as it deems proper and appropriate to promote the objectives and purposes of the Corporation. The Board of Trustees may, by general resolution, delegate to committees of its own number or to offices of the Corporations such powers as it may see fit for specified period of time.

Section 5. Election. The names of the initial Trustees are set forth in the Certificate of the Incorporation. All successor Trustees shall be elected by the eligible members of the Board at an election held each year at the annual meeting. Newly elected trustees shall assume the office at the first Board of Trustees meeting following their election.

Section 6. Term Limits. Trustee membership shall be limited to 2 consecutive three-year terms. Previous Trustees shall be re-eligible for membership after a lapse of 1 year.

Section 7. Resignation and Removal. A Trustee may resign by submitting his or her resignation in writing to the President of the Board of Trustees. A Trustee may be removed for cause at a meeting of Trustees by an affirmative vote of two-thirds of the remaining Board of Trustees. Trustees being considered for removal shall receive at least two weeks' notice of such proposed action and shall have an opportunity to address the Board regarding such action prior to any vote on such removal.

Section 9. Annual Meeting. An annual meeting of the Board of Trustees for the election of Trustees and Officers and such other business as may come before the meeting shall be held in July of each year. Written notice shall be given not less than 7 days nor more than 14 days of time, place, and purpose of the meeting. The meeting shall be held at the principal location of the Corporation or such other place, as shall be specified in the meeting notice. The notice shall comply with the Public School Districts.

Section 10. Regular Meetings. In addition to the Annual Meeting, the Regular meetings of the Board of Trustees shall be held once a month from August through May and at such other times as the Board may determine. Timely public notice of all such regular meetings shall be provided as specified in the Charter.

Section 11. Special Meetings. Special meetings of the Board of Trustees for any purposes or purposes may be called at any time by the President or by petition signed by a majority of the full Board of Trustees.

Section 12. Open Public Meetings Act. All meetings of the Board of Trustees shall be held in accordance with the Open Public Meetings Act. Adequate notice of all meetings subject to the Act shall be visibly posted in accordance with the Open Public Meetings Act.

Section 13. Quorum. A majority of the full number of Trustees shall constitute a quorum of the Board of the transaction of business. When a quorum is present, a majority of the Trustees present may take any action on behalf of the Board, except to the extent that a larger number is required by law, by the Charter, or by these By-laws. Every act of a majority of the Trustees present at a meeting duly held at which quorum is present shall be regarded as the act of the Board of Trustees.

Section 14. Vacancies. A vacancy on the Board of Trustees, including a vacancy caused by an increase in the number of trustees, may be temporarily filled by a majority vote of the remaining Trustees to elect a person(s) to fill the vacancy (ies) until the next annual meeting of Trustees, at which time trustees so elected must be re-elected as specified in the Bylaws or step down from the Board as soon as his or her successor is duly elected and qualified.

Section 15. Compensation. Trustees receive no payment for their services. With board approval, trustees may be reimbursed for out-of-pocket expenses incurred on approved board business. Trustees must present receipts for all such expenses, which shall be for the trustee only, and shall be itemized and documented. Such expenses must be approved by a motion of the board at the meeting immediately following the expenditure(s). Each year, at the annual meeting, the Board of Trustees shall set a schedule of allowable charges for meal, lodging, mileage expended on board business. Reimbursements shall not exceed these limitations.

Section 16. Meeting Attendance. Trustees are expected to attend all Board meetings. In the event that a trustee has two consecutive absences within a school year, said trustee may be removed from the Board. It shall be the duty of the Secretary of the Board to communicate with any trustee after such trustee's two unexcused, consecutive absence to ascertain the trustee's interest in retaining Board membership. Failure to provide an adequate response may qualify as sufficient cause for removal from the Board of Trustees.

ARTICLE IV Committees

Section 1. Establishment. The Board of Trustees may appoint such standing committees and/or ad hoc committees as it thinks necessary for the effective governing of the school.

Section 2. Standing Committees. Each standing committee shall have a charge specific to its permitted activities and such charges shall be incorporated into the charter school policy manual. The function of any committee so established shall be fact-finding, deliberative, and advisory to the Board of Trustees. Committees shall not have authority to take legislative or administrative actions, nor to adopt policies for the school. Standing committees shall be made up on no more than two less than a quorum of the Board of Trustees. The presidential shall be an ex officio member of each committee. The chief educational director of the charter school shall be an ex officio member of each committee, except where his/her evaluation, tenure, or salaries are to be deliberated. Standing committees shall be:

- **Grievance Committee:** In accordance with the charter, the Board of Trustees shall establish a Grievance Committee comprised of both parents and teachers to make non-binding recommendations to the Board of Trustees concerning the disposition of complaints. The Grievance Committee shall have four members who will serve one year terms, with one member designated as chairperson by Inspire Charter School By-Law Committee. Committee members shall be appointed each year at the first Board of Trustees meeting following the annual meeting. Grievance Committee members may serve no more than two consecutive terms on the committee.

Section 3. Ad Hoc Committees. Each ad hoc committee shall have a charge specific to its permitted activities and that charge shall include the date on which the committee is to present its final report to the Board of Trustees and be dissolved. Members of ad hoc committees shall be drawn from those parents and staff of the school community who indicate interest in serving on the ad hoc committee and from such others as may be deemed appropriate by the Board of Trustees. Ad hoc committees shall be made up of no less than five and no more than 10 members. Trustees shall not be eligible to serve on ad hoc committees, since they have authority and responsibility to review the committee's recommendations and adopt them or not.

ARTICLE V Officers

Section 1. Titles. The Officers of the Corporation are a President, Vice-President, a Secretary, and a Treasurer. The Board of Trustees may create such other officer positions as it thinks necessary. Each officer position shall have its duties and responsibilities specified and included in these By-laws. No officer may hold more than one position at the same time.

Section 2. Election. The Officers shall be elected from among the Board of Trustees at each annual meeting of the Trustees and shall serve for one year and until their successors are elected and qualified.

Section 3. Terms. The president may serve no more than three consecutive one-year terms. Trustees elected to the other officer positions may serve no more than five consecutive one-year terms. Former officers, after a break in service of two years, may be elected to another term as an officer.

Section 4. Duties. Officers shall have the duties and responsibilities belonging to their office, including those that follow.

- a) The President shall be the chief executive officer of the Corporation, responsible, along with his/her fellow Trustees, for the oversight of its business and affairs. He/she shall preside at all meetings of the Board. The President shall have full and equal vote as accorded to all trustees. The President may enter into and execute in the name of the Corporation contracts or other instruments that are authorized by the Board of Trustees. The President may delegate, as needed, to any other officer any or all of the duties of the office of President. He/she shall have such other powers and duties as may be prescribed by the Board of Trustees or by these By-laws.
- b) The Vice-President shall have such duties as the President may delegate responsibilities as to him/her. In the absence of the President, the Vice President shall perform all the duties of the President and, when so acting, shall have all the responsibilities of and be subject to all the restrictions as fall upon the President, including presiding at meetings of the Board of Trustees. He/she shall have such other powers and duties as may be prescribed by the Board of Trustees or by these By-laws.
- c) The Secretary shall cause notices of all meetings to be served to all members of the Board of Trustees and the Director and shall keep or cause to be kept the minutes of all meetings of the Board, including the time and place, the names of those present, the actions taken, and the votes on such actions. The Secretary shall present the minutes of the previous meeting at the subsequent meeting to be voted on by the Board and duly noted in the minutes of the instant meeting. The Secretary shall keep the Seal of the Corporation. He/she shall have such other powers and duties as may be prescribed by the Board or by these By-laws.

- d) The Treasurer shall be the chief financial officer of the Corporation and shall have oversight of the Business Administrator as that employee takes responsibility of the financial records, investments, and other evidences of school properties and assets. The Treasurer shall ensure that the Business Administrator keeps regular books of account for the Corporation that set out business transactions of the Corporation, such books to be at all times open to inspection at their place of keeping to any Board of Trustee member. The Treasurer shall be the chair of the Financial Committee, which shall prepare an annual budget, in conjunction with the School Director and the School Business Administrator, for the consideration and approval of the Board of Trustees. The Treasurer shall ensure that the Business Administrator deposit all moneys and other valuables in the name and to the credit of the Corporation with such depositories as shall be designated by the Board of Trustees. The Treasurer shall provide oversight to the Business Administrator in the investment and reinvestment of funds of the Corporation and the disbursement of funds of the Corporation as may be ordered by the Board of Trustees. The Treasurer shall render to the Board of Trustees and the members of the school community, at the Annual Meeting, statements evidencing the current financial condition of the Corporation. The Treasurer shall ensure that the Business Administrator establishes a system of adequate financial recording showing quarterly income, expenditures, and balance and shall, at the first meeting following the end of each quarter, submit to the Board of Trustees a detailed written financial report in compliance with the State of Mississippi statutes and regulations relating to charter schools. The Treasurer, as chair of the Finance Committee, annually shall recommend an auditing firm to be hired by the Board of Trustees to review the books of the Corporation and provide a report on them to the Board of Trustees.

Section 5. Removal. Any officer of may be removed from office, with cause, by the affirmative vote of two-thirds of the full membership of the Board of Trustees at any regular meeting or special meeting called for that purpose. Any officer proposed to be removed for cause shall be entitled to at least five business days' notice in writing by mail of the meeting of the Board of Trustees at which such removal is to be voted upon and shall be entitled to appear before and be heard by the Board of Trustees at such meeting.

ARTICLE VI Fiscal Year and Check Signing

Section 1. Fiscal Year. The fiscal year of the Corporation shall be July 1st to June 30th.

Section 2. Check Signing. The School Leader and assigned School Business Administrator are authorized and required to sign all checks.

ARTICLE VII Amendments to By-laws

Section 1. Amendments. The Board of Trustees shall have the power to make, amend, or repeal the By-laws of the charter school, either in whole or in part. The By-laws may be amended at any regular meeting of the Board of Trustees or any special meeting called for that purpose. Written notice stating the time and location of the regular meeting or special meeting must be given to all trustees and posted in all places and in newspapers as required by the Open Policy Meetings Act not less than ten (10) days prior to the meeting at which such change(s) shall be proposed and voted upon. Any change shall require the approval by two-thirds (2/3rds) vote of the full membership of the board.

ARTICLE VIII Dissolution

Section 1. Revocation of Charter. If, at any time and for any reason, the Corporation's charter is revoked or the Corporation because insolvent, all assets of the charter school, after satisfaction of all

outstanding claims by creditors, will be distributed equitably in accordance with law and IRS regulations.

Section 2. Voluntary Dissolution. Should the Corporation choose to dissolve for reasons other than the revocation of its charter or financial insolvency, all assets of the charter school, after satisfaction of all outstanding claims by creditors and governmental grantors, will be distributed to one or more organizations which themselves are exempt as organizations described in Section 501 (C) (3) of the Internal Revenue code of 1986 or corresponding section of any prior or future Internal Revenue code, or to the federal, State or local government for exclusive public purposes.

ARTICLE IX Additional Provisions

Section 1. Indemnification of Officers and Trustees. According to the Mississippi Non-Profit Corporations Act, corporations are separate and distinct entities from the members. As such, a member of a nonprofit corporation is not personally liable for the acts, debts, liabilities, or obligations of the corporation. However, the corporate form may be set aside to reach members when the separate personalities of the corporation and of the member no longer exist and adherence to the fiction of separate corporate existence would sanction a fraud or promote injustice. The corporate form will only be set-aside in extraordinary circumstances.

A director is not liable for taking or failing to take action if the director discharges his duties in accordance with his good faith belief that he is acting in the best interests of the corporation. In carrying out a director's duties, a director is entitled to rely, in good faith, on information, opinions, reports or statements, including financial statements and other financial data if prepared by officers, employees, legal counsel, public accountants, or a committee of the board of directors.

The duties of officers are the same as directors.

In general, a corporation may indemnify an individual who conducted himself in good faith, and in good faith believed he acted in the best interest of the corporation. In the case of a criminal proceeding, a corporation may indemnify an individual if he had no reasonable cause to believe his conduct was unlawful. A corporation may not indemnify a director if that director was adjudged liable to the corporation. Unless limited by the articles of incorporation, a corporation must indemnify a director who prevails in the defense of any proceeding to which he was a party.

Section 2. Compensation. No trustee or officer shall receive any fee, salary, or remuneration of any kind for services rendered to the Corporation, except that trustees and officers may be reimbursed for proven expenses incurred in the business of the Corporation and approved by formal vote of the Board of Trustees.

Section 3. Insurance. The Board of Trustees shall provide for the liability and other forms of insurance considered to be necessary and prudent as protection against possible claims.

Section 4. Audit. At the close of each fiscal year, the accounts of the Corporation shall be audited by an independent auditor, who is either a Certified Public Accountant or a Registered Municipal Accountant, and who has expertise in accounting of tax-exempt organizations generally. The auditor shall be hired for this purpose by a majority vote of the members of the Board of Trustees present at the regular public meeting at which the motion to hire the auditor is being considered. The audit shall be done in compliance with the State of Mississippi statutes governing Charter Schools and with all applicable state and federal laws controlling non-profit tax-exempt corporations. Copies of

the audit shall be provided to agencies in accordance with the State of Mississippi statutes governing Charter Schools.

These By-laws were adopted by the Board of Trustees at its meeting held on March 12, 2014 by a vote of Board of Trustees.

injustice. The corporate form will only be set-aside in extraordinary circumstances.

A director is not liable for taking or failing to take action if the director discharges his duties in accordance with his good faith belief that he is acting in the best interests of the corporation. In carrying out a director's duties, a director is entitled to rely, in good faith, on information, opinions, reports or statements, including financial statements and other financial data if prepared by officers, employees, legal counsel, public accountants, or a committee of the board of directors.

The duties of officers are the same as directors.

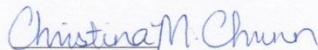
In general, a corporation may indemnify an individual who conducted himself in good faith, and in good faith believed he acted in the best interest of the corporation. In the case of a criminal proceeding, a corporation may indemnify an individual if he had no reasonable cause to believe his conduct was unlawful. A corporation may not indemnify a director if that director was adjudged liable to the corporation. Unless limited by the articles of incorporation, a corporation must indemnify a director who prevails in the defense of any proceeding to which he was a party.

Section 2. Compensation. No trustee or officer shall receive any fee, salary, or remuneration of any kind for services rendered to the Corporation, except that trustees and officers may be reimbursed for proven expenses incurred in the business of the Corporation and approved by formal vote of the Board of Trustees.

Section 3. Insurance. The Board of Trustees shall provide for the liability and other forms of insurance considered to be necessary and prudent as protection against possible claims.

Section 4. Audit. At the close of each fiscal year, the accounts of the Corporation shall be audited by an independent auditor, who is either a Certified Public Accountant or a Registered Municipal Accountant, and who has expertise in accounting of tax-exempt organizations generally. The auditor shall hired for this purpose by a majority vote of the members of the Board of Trustees present at the regular public meeting at which the motion to hire the auditor is being considered. The audit shall be done in compliance with the State of Mississippi statutes governing Charter Schools and with all applicable state and federal laws controlling non-profit tax-exempt corporations. Copies of the audit shall be provided to agencies in accordance with the State of Mississippi statutes governing Charter Schools.

These By-laws were adopted by the Board of Trustees at its meeting held on March 12, 2014 by a vote of Board of Trustees.



Christina Chunn, Board Secretary



Business ID: 1034089
Date Filed: 01/13/2014 08:00 AM
C. Delbert Hosemann, Jr.
Secretary of State

OFFICE OF THE MISSISSIPPI SECRETARY OF STATE
P O BOX 136, JACKSON, MS 39205-0136 (601)359-1633

- | | | |
|--|--|--|
| | | |
| | | |

Name:	Tony Montgomery
Physical address:	1820 23rd Street North
P.O. Box (if one):	
City, State, Zip:	Columbus, MS 39701

“STEM & ARTS Scholars Academy, “Where Dreams Soar”
“Be the Change You Wish to See in the World.” – Gandhi

3331271

Page 2 of 2

DELBERT ROSEMAN
Secretary of State

11 F0001

Articles of Incorporation

OFFICE OF THE MISSISSIPPI SECRETARY OF STATE
P O BOX 1020, JACKSON, MS 39215-1020 (601)359-1633

7. The name and complete address of each incorporator:

Name: Tony Montgomery, Sr.

Street: 114 Hunnington Drive

City, State, Zip: Columbus, MS 39705

Name: Steve Jamison

Street: 83 Dobbs Drive

City, State, Zip: Columbus, MS 39701

Name:

Street:

City, State, Zip:

8. Other provisions:
- ☐
- see attached

9. Incorporators' signatures (please keep writing within blocks):

Steve Jamison

Tony A. Montgomery

Please make the \$50 check for the filing fee payable to the MISSISSIPPI SECRETARY OF STATE. Mail the completed form with payment to SECRETARY OF STATE, PO BOX 136, Jackson, MS 39205-0136. For assistance contact a customer service representative at (601) 359-1633 or visit our website at www.sos.ms.gov for forms and instructions.

INSPIRE CHARTER SCHOOL
IRS FORM 1023: 502 C 3 APPLICATION

[illegible]

[illegible]



"Be the Change You Wish to See in the World." – Gandhi

Form 1023 (Rev. 12-2015) (SEE INSTRUCTIONS) **INSPIRE CHARTER SCHOOL** pg. 46 of 52(27)

Schedule B. Organizations Not Filing Form 1023 Within 27 Months of Formation (Continued)

7. Complete the following (you must answer "No" to all items). Include projected revenue for the first year (do not leave blank).

Type of Revenue	Projected revenue for 2 years following formation	
	Year 1 \$	Year 2 \$
1 Gifts, grants, and contributions received (do not include unrelated grants)		
2 Membership fees received		
3 Gross investment income		
4 Net unrelated business income		
5 Taxes tested for your benefit		
6 Value of services or facilities furnished to a governmental unit without charge (not including the value of services generally furnished to the public without charge)		
7 Any revenue not otherwise listed above on lines 1-12 (attach schedule in Part III-C)		
8 Total of lines 1 through 7		
9 Gross proceeds from admissions, merchandise sales, or services performed, or licensing of facilities (do not include fee to enter for your exempt purposes (attach Form 990-E))		
10 Total of lines 8 and 9		
11 Net gain or loss on sale of capital assets (attach Form 990-E)		
12 Unrelated grants		
13 Total revenue. Add lines 8 through 12		

8. According to your answers, you are only eligible for tax exemption under section 501(c)(3) from the payment side of your application. However, you may be eligible for tax exemption under section 501(c)(3) from the sales of merchandise in the payment side of the Part Form 1023. Tax exemption under section 501(c)(3) from the sales of merchandise is not available if you are not eligible for tax exemption under section 501(c)(3) from the payment side. Check the box that you wish to use to avoid this as a requirement for exemption under 501(c)(3) from your date of formation to the payment side.

Attach a completed Part I of Form 1023, Application for Recognition of Exemption Under Section 501(c)(3), to the application.

[illegible]

ATTACHMENT X

FUNDRAISING PLAN & EVIDENCE

INSPIRE CHARTER SCHOOL FUNDRAISING PLAN

INSPIRE FUNDRAISING PLAN

TARGET FUNDING LEVEL (Year 0) – \$1.3M

While INSPIRE representatives have engaged in several encouraging conversations, the theme has been the same. 1.) INSPIRE must get over the hurdles of formally obtaining its 501C-3 status and become registered as a Charitable organization in the state of Mississippi. 2.) INSPIRE must become an Authorized Charter School to be eligible for Grants that go to Charter schools. All of the following items are planned solicitations that will occur following those two milestones being achieved.

The following is an outline of the Fundraising Plan to be carried out by INSPIRE Charter School.

GRANTS – \$750K Total

There are many private foundations that are strong advocates of Charter Schools and innovation in education. Once approved, INSPIRE will solicit these Foundations, who have flexible funding cycles to ensure that the necessary resources to fund Year 0 activities. INSPIRE will also solicit these Foundations to provide resources to purchase equipment such as computer, Tablets, projectors, screens, whiteboards, supplies etc. to provide educational opportunities to underserved populations. INSPIRE will also apply for governmental grants to aid with delivering High Quality after school programming to raise student achievement and close achievement gaps.

Private Foundations – \$600K Total

Walton Foundation
Gates Foundation

Governmental Grants for After School Programs - #200K

21st Century Small Community Learning Centers

PRIVATE FUNDING - \$50K Total

INSPIRE will solicit private funding from individuals, organizations, civic club, churches and other organizations for the purpose of increasing student achievement in the Columbus School District.

OTHER FUNDING - \$500K Total

Many of the Industry in the Golden Triangle area are strong supporters of education and have resources allocated to support educational innovation. INSPIRE will solicit local industry for Educational Support.

Local Industry - \$250K Total

Toyota Foundation; Paccar; Severstal; Eurocopter

Local Businesses – 250K Total

LOWE's; WALMART; K-MART

No one has been formally contacted as it is not proper to solicit money's prior to being registered as a charitable organization in the state of Mississippi.

ATTACHMENT Y

FINANCIAL POLICIES

INSPIRE CHARTER SCHOOL FINANCIAL POLICIES

FINANCIAL MANAGEMENT POLICIES

Charter school accounting policies and financial reporting adopted by the school should be consistent with a special purpose governmental entity that engages in business type activities. The Board has established the governance structure and the financial management policies as set forth in the school's charter.

Basis of Accounting

The Charter School will maintain its accounting records and related financial reports on the modified cash basis of accounting, with accrual taking place annually.

Accounting Policies

The accounting policies and financial reporting adopted are consistent with state law and generally accepted accounting practices.

Revenues

Under the modified cash basis of accounting, revenues are recognized when received, consistent with generally accepted accounting principles applicable to special purpose governmental units.

Expenditures

Under the modified cash basis of accounting, expenses are recognized when services are paid for.

Cash Management

A. The school maintains cash accounts at banks as appropriate and as approved by the Business Manager and the CFO/Director. At a minimum, the school shall have a checking and savings account.

B. A schedule of aged accounts and grants receivable is prepared monthly and reviewed by the Business Manager for collection. Appropriate collection procedures are initiated, if necessary.

Budgets

A. The Charter School prepares an annual operating budget of revenues and expenses and a cash flow projection. These budgets and projections are reviewed and approved by the Board of

ATTACHMENT Z
PETITION FOR CONVERSION

**NOT APPLICABLE – THIS IS AN APPLICATION FOR
A START-UP CHARTER SCHOOL**

ATTACHMENT AA
EDUCATION SERVICE PROVIDER BACKGROUND INFORMATION

**NOT APPLICABLE – INSPIRE CHARTER SCHOOL IS A STAND ALONE
COMMUNITY BASED CHARTER SCHOOL**

THERE IS NOT AN ESP RELATIONSHIP INVOLVED.

ATTACHMENT BB
EDUCATION SERVICE PROVIDER CONTRACT INFORMATION

**NOT APPLICABLE – INSPIRE CHARTER SCHOOL IS A STAND ALONE
COMMUNITY BASED CHARTER SCHOOL**

THERE IS NOT AN ESP RELATIONSHIP INVOLVED.

ATTACHMENT CC

EVIDENCE FOR APPLICANTS WITH SCHOOLS CURRENTLY OPEN

NOT APPLICABLE – INSPIRE CHARTER SCHOOL IS A START-UP SCHOOL

	<u>Year 0*</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>
	<u>2014-2015</u>	<u>2015-2016</u>	<u>2016-2017</u>	<u>2017-2018</u>	<u>2018-2019</u>	<u>2019-2020</u>
Number of Students	120	240	320	360	380	400
Per Pupil Revenue (MAEP)	\$0	\$1,056,000	\$1,408,000	\$1,584,000	\$1,672,000	\$1,760,000
Federal Revenue	\$0	\$516,000	\$688,000	\$774,000	\$817,000	\$860,000
Local Revenue (Ad Valorem)	\$0	\$552,000	\$736,000	\$828,000	\$874,000	\$920,000
Grant Funds**	\$1,330,000	\$200,000	\$200,000	\$200,000	\$200,000	\$200,000
Private Funds**	\$0	\$0	\$0	\$0	\$0	\$0
Other Sources** (AD Valorem)	\$0	\$0	\$0	\$0	\$0	\$0
Total Revenue	\$1,330,000	\$2,324,000	\$3,032,000	\$3,386,000	\$3,563,000	\$3,740,000
Salaries and Wages	\$637,000	\$1,036,000	\$1,225,045	\$1,511,489	\$1,599,054	\$1,672,098
Benefits and Employer Taxes	\$81,141	\$127,834	\$152,167	\$188,974	\$199,699	\$207,478
Materials and Supplies	\$71,700	\$88,000	\$83,600	\$78,700	\$74,500	\$82,500
Services and Other Operating Expenses	\$195,770	\$274,240	\$331,685	\$376,871	\$407,525	\$440,926
Facility Expenses	\$102,900	\$135,300	\$132,700	\$134,700	\$133,400	\$123,400
Other Expenses	\$157,200	\$360,920	\$472,660	\$535,780	\$541,090	\$591,400
Total Expenses	\$1,245,711	\$2,022,294	\$2,397,857	\$2,826,513	\$2,955,268	\$3,117,803
Net Operating Income	\$84,290	\$301,706	\$634,143	\$559,487	\$607,732	\$622,197
Beginning Fund Balance		\$84,290	\$385,996	\$1,020,138	\$1,579,626	\$2,187,357
Ending Fund Balance	\$84,290	\$385,996	\$1,020,138	\$1,579,626	\$2,187,357	\$2,809,555

Revenue Estimate	YEAR 0	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
	<u>2014-2015</u>	<u>2015-2016</u>	<u>2016-2017</u>	<u>2017-2018</u>	<u>2018-2019</u>	<u>2019-2020</u>
Number of Students	120	240	320	360	380	400
Per Pupil Revenue (MAEP) @\$4,400/Pupil	\$0	\$1,056,000	\$1,408,000	\$1,584,000	\$1,672,000	\$1,760,000
Federal Revenue @\$2,150/Pupil	\$0	\$516,000	\$688,000	\$774,000	\$817,000	\$860,000
Ad Valorem* @\$2,300/Pupil	\$0	\$552,000	\$736,000	\$828,000	\$874,000	\$920,000
Per Pupil Revenue (Federal + MAEP + Local)	\$0	\$2,124,000	\$2,832,000	\$3,186,000	\$3,363,000	\$3,540,000
Grant Funds	\$1,330,000	\$200,000	\$200,000	\$200,000	\$200,000	\$200,000
Private Funds	\$0	\$0	\$0	\$0	\$0	\$0
Other Sources	\$0	\$0	\$0	\$0	\$0	\$0
Total Revenue Estimate	\$1,330,000	\$2,324,000	\$3,032,000	\$3,386,000	\$3,563,000	\$3,740,000

<u>CMSD NUMBERS (for calculations)</u>			
	<u>Total Funding</u>	<u>Per Pupil est.</u>	<u>CMSD</u>
State	\$20,296,668	\$4,397.03	45.59%
Federal	\$9,954,672	\$2,156.56	22.36%
Local*	<u>\$10,701,495</u>	<u>\$2,318.35</u>	24.04%
Total	\$40,952,835	\$8,871.93	\$44,520,000

* Local percent is actually 32.05%. This number includes a 25% reduction due to debt service.

	<u>YEAR 0</u>	<u>YEAR 1</u>	<u>YEAR 2</u>	<u>YEAR 3</u>	<u>YEAR 4</u>	<u>YEAR 5</u>
Salaries and Wages						
School Leader / CEO (\$92K Base)	\$92,000	\$96,600	\$101,430	\$106,502	\$111,827	\$117,418
Assistant School Leader (\$65K base)	\$0	\$0	\$0	\$65,000	\$68,250	\$71,663
Curriculum / Blended Learning Specialist (\$45K ea. Base)	\$45,000	\$47,250	\$49,613	\$104,186	\$109,396	\$114,865
Secretary Salaries (\$21K Base)	\$21,000	\$22,050	\$23,153	\$24,310	\$25,526	\$26,802
Custodian Salaries (\$15K ea. Base)	\$15,000	\$31,500	\$33,075	\$33,075	\$33,075	\$33,075
School Resources Officers (\$22K ea. Base)	\$22,000	\$23,100	\$23,100	\$23,100	\$23,100	\$23,100
Food Service Salaries (\$16K ea. Base)	\$32,000	\$48,000	\$48,000	\$48,000	\$64,000	\$64,000
Certified Teacher Salaries (Avg. \$40K ea. Base)	\$240,000	\$504,000	\$672,000	\$756,000	\$798,000	\$840,000
Assistant Teachers Salaries (Avg. \$20K ea. Base)	\$40,000	\$84,000	\$88,200	\$92,610	\$97,241	\$102,103
Library / Media Specialist (Avg. 40K ea. Base)	\$40,000	\$40,000	\$40,000	\$60,000	\$60,000	\$60,000
Guidance Counselor Student Services (Appx. \$45K Base)	\$45,000	\$47,250	\$49,613	\$52,093	\$54,698	\$57,433
School Nurse (Partnership Year 0 Hire Year 1)		\$45,000	\$47,250	\$49,613	\$52,093	\$54,698
Special Education Salaries (Appx. \$45K ea. Base)	\$45,000	\$47,250	\$49,613	\$97,000	\$101,850	\$106,943
Salaries and Wages Sub-Total	\$637,000	\$1,036,000	\$1,225,045	\$1,511,489	\$1,599,054	\$1,672,098

Benefits & Employer Taxes						
Estimated Staff Number	19	25	31	40	42	42
Employee Benefits 401K (est. 3% of Overall Wages)	\$19,110	\$31,080	\$36,751	\$45,345	\$47,972	\$50,163
Workman's Comp (est. \$300/Employees X # on Staff)	\$5,700	\$7,500	\$9,300	\$12,000	\$12,600	\$12,600
Health Insurance (est. @ \$400/EmployeeX # on Staff)	\$7,600	\$10,000	\$12,400	\$16,000	\$16,800	\$16,800
Payroll Taxes / Fees	\$48,731	\$79,254	\$93,716	\$115,629	\$122,328	\$127,916
Benefits & Employer Taxes Sub-Total	\$81,141	\$127,834	\$152,167	\$188,974	\$199,699	\$207,478

Materials & Supplies						
Office Supplies / Materials (\$600/Month)	\$6,000	\$12,000	\$12,000	\$18,000	\$18,000	\$24,000
Telephone / Telecommunications (\$100/Month)	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200
Printing / Copying (\$180/Month)	\$1,800	\$3,600	\$3,600	\$3,600	\$3,600	\$3,600
Postage / Shipping (\$100/Month)	\$1,000	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500
Textbooks / E-Learning (\$100/Scholar)	\$12,000	\$24,000	\$32,000	\$36,000	\$38,000	\$40,000
Instructional Equipment (Technology) (\$250/Scholar)	\$30,000	\$30,000	\$20,000	\$10,000	\$5,000	\$5,000
Library / Media Center Materials (Books, Media, Comp.)	\$7,500	\$5,000	\$5,000	\$2,500	\$2,500	\$2,500
Instructional Computers & Mat'l's (Teachers @ \$700 ea.)	\$4,200	\$4,200	\$2,800	\$1,400	\$700	\$700
Office Equipment Purchase	\$5,000	\$3,500	\$3,500	\$3,500	\$3,500	\$3,500
Other Instructional Equipment (Teachers \$500 ea.)	\$3,000	\$3,000	\$2,000	\$1,000	\$500	\$500
Other						
Materials & Supplies Sub-Total	\$71,700	\$88,000	\$83,600	\$78,700	\$74,500	\$82,500

Services & Other Operating Expenses						
Ext Eval, Prof Dev & Ed Achvmt Enh Svcs (50 Days @ \$1.5K/Day)	\$75,000	\$82,500	\$90,750	\$99,825	\$109,808	\$120,788
Financial Services (CPA) 50 days X \$90/hr X 4hr/day	\$18,000	\$20,700	\$24,840	\$29,808	\$35,770	\$42,924
Office Equipment Rental (\$250/month X 12 Mths)	\$250	\$3,000	\$3,000	\$4,500	\$4,500	\$4,500
Student Assessment Fees (MAP, SPMS) @ \$21/Scholar	\$2,520	\$5,040	\$6,720	\$7,560	\$7,980	\$8,400
Contracted Instructional Services @ \$500/Stud.	\$60,000	\$120,000	\$160,000	\$180,000	\$190,000	\$200,000
Technology / Infrastructure (Phone-Internet)	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Legal Fees (\$15K Retainer @ \$250/hr)	\$15,000	\$17,250	\$19,838	\$22,813	\$26,235	\$30,170
Independent Account Auditing Fees	\$5,000	\$5,000	\$5,000	\$10,000	\$10,000	\$10,000
Parental Involvement / Public Relations	\$15,000	\$15,750	\$16,538	\$17,364	\$18,233	\$19,144
Services & Other Operating Expenses Sub-Total	\$195,770	\$274,240	\$331,685	\$376,871	\$407,525	\$440,926
Facility Expenses						
Insurance (Property) (School Property)	\$1,200	\$2,400	\$3,600	\$3,600	\$3,600	\$3,600
Rent / Lease (\$2K/Month Yr1; \$4K/Month Y2-5)	\$24,000	\$48,000	\$48,000	\$48,000	\$48,000	\$48,000
Building Maintenance / Repairs/Renovations	\$30,000	\$15,000	\$15,000	\$10,000	\$10,000	\$0
Instructional Furnishings / Supplies	\$15,000	\$15,000	\$10,000	\$5,000	\$2,500	\$2,500
Building Supplies / Materials	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500
Building Equipment Purchase	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500
Building Equipment Maintenance / Repairs	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500
Utilities (Electric / Gas / Water)	\$24,000	\$45,000	\$45,000	\$45,000	\$45,000	\$45,000
Janitorial Supplies	\$1,200	\$2,400	\$3,600	\$3,600	\$4,800	\$4,800
Contracted Building Services				\$12,000	\$12,000	\$12,000
Facility Expenses Sub-Total	\$102,900	\$135,300	\$132,700	\$134,700	\$133,400	\$123,400
Other Expenses						
Insurance Errors & Omissions (\$1,000,000 coverage)	\$4,100	\$4,100	\$4,100	\$4,100	\$4,100	\$4,100
Insurance Property (\$250,000 coverage)	\$600	\$600	\$600	\$600	\$600	\$600
Bonding Min/Max \$250K/\$250K	\$4,500	\$4,500	\$4,500	\$4,500	\$4,500	\$4,500
Licenses / Permits	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Bank Fees						
Enrichment	\$2,500	\$2,500	\$2,500	\$5,000	\$5,000	\$5,000
Professional Development (5 Courses @\$1K ea.)	\$5,000	\$500	\$1,000	\$1,000	\$1,000	\$1,000
Out Of Town Travel (5 Trips \$1,000 each)	\$500	\$10,000	\$10,000	\$15,000	\$15,000	\$15,000
Transportation (180 DaysX\$250/day; 1 Bus/40 Scholars)	\$135,000	\$270,000	\$360,000	\$405,000	\$405,000	\$450,000
Authorizing Board Oversight Fee (3%)	\$0	\$63,720	\$84,960	\$95,580	\$100,890	\$106,200
Other General Expense						
Other Expenses Sub-Total	\$157,200	\$360,920	\$472,660	\$535,780	\$541,090	\$591,400
Total Revenue Estimate	\$1,330,000	\$2,324,000	\$3,032,000	\$3,386,000	\$3,563,000	\$3,740,000
TOTAL EXPENSES	\$1,245,711	\$2,022,294	\$2,397,857	\$2,826,513	\$2,955,268	\$3,117,803
NET AFTER EXPENSES	\$84,290	\$301,706	\$634,143	\$559,487	\$607,732	\$622,197
FUND BALANCE	\$84,290	\$385,996	\$1,020,138	\$1,579,626	\$2,187,357	\$2,809,555
TOTAL PER PUPIL EXPENSE	\$10,380.92	\$8,426.23	\$7,493.30	\$7,851.42	\$7,777.02	\$7,794.51

* Ad Valorem is based on the per pupil formula for the District -25% due to debt service.

ATTACHMENT H**PERSONNEL ROSTER**

	<u># YEAR 0</u> <u>2014-2015</u>	<u># YEAR 1</u> <u>2015-2016</u>	<u># YEAR 2</u> <u>2016-2017</u>	<u># YEAR 3</u> <u>2017-2018</u>
STUDENT ENROLLMENT	120	200	280	360
<u>STAFFING NUMBERS</u>				
School Leader	1	1	1	1
Assistant School Leader	0	0	0	1
Curriculum Coordinator / Blended Learning Specialist	1	1	1	2
Secretary	1	1	1	2
Custodian	1	1	2	2
School Resource Officer	1	1	1	1
Food Services	2	3	3	3
Certified Teachers	6	10	14	18
Assistant Teachers	2	3	4	4
Library / Media	1	1	1	2
Guidance Counselor / Student Services	1	1	1	1
School Nurse	1	1	1	1
Special Education Services	1	1	1	2
STAFF TOTAL	19	25	31	40



<u># YEAR 4</u>	<u># YEAR 5</u>
<u>2018-2019</u>	<u>2019-2020</u>
380	380
1	1
1	1
2	2
2	2
2	2
1	1
4	4
19	19
4	4
2	2
1	1
1	1
2	2
42	42